

BUILDING ROADS TO PEACE

Exchange of People Between the United States and Other Countries



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BUILDING ROADS TO PEACE

**EXCHANGE OF PEOPLE
BETWEEN THE UNITED STATES
AND OTHER COUNTRIES**

PREPARED FOR THE OFFICE OF EDUCATIONAL EXCHANGE
UNITED STATES DEPARTMENT OF STATE
BY
THE INSTITUTE OF INTERNATIONAL EDUCATION
TO FURTHER THE OBJECTIVES OF THE EDUCATIONAL
EXCHANGE PROGRAM OF THE UNITED STATES
AND OF UNESCO

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JUN 27 1955 MARSHALL

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J. Campbell 17/52

THERE IS SOMETHING YOU CAN DO

Foreword

THERE is something you can do. You can take an active part in furthering the aims of the United Nations. That is the message of this book.

How many times since V-J Day have we all said, "What can I do about this whole world situation?"

It seems a natural question to ask as we watch international relations reduced to a welter of snarls and countersnarls. We can't all be Secretaries of State, direct the democratization of Japan and Germany, or guide the rebuilding of Europe. We can't all talk to Mr. Stalin or Mr. Bevin or even Mr. Truman to tell them what is on our minds.

But we can all work in our own communities to improve international understanding, both as an attitude of mind toward the peoples and ways of life of other countries and as a relationship between them and us. You as a farmer, you as an industrialist, you as a member of a woman's club, or you as a member of a student association, a teachers' group, or a labor union, can all help to create better world relations by bringing together the people of the world.

The United States National Commission for UNESCO has singled out exchange of persons as one of its activities deserving highest priority. Whenever a group of people or an organization establishes a new opportunity for a foreign student or worker to get access to the educational and training resources of another country, a step is being taken toward achieving the purposes of UNESCO.

This book is about people. It is about Americans who go abroad and foreign citizens who come to the United States for a limited period to study, train, and live with other people. It deals with students, trainees, teachers, professors, lecturers, experts, and leaders of thought and opinion, and with ways in which you can cooperate in exchanging such individuals. It tells how you can help Americans go abroad to learn more of other people—their hopes, their fears, their way of living. It demonstrates what you can do to help bring people to visit this country and show them how the "American Way" really works.

As Robert Oppenheimer once said, "Perhaps the best way to send knowledge is to wrap it up in a person."

This is something you can do.

A QUICK CHECK

What You Can Do

THIS is a blueprint for action to bring the peoples of the world closer together. To make it easier for you, we have listed below the fields in which your help is needed.

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OR

<i>You can help in the actual interchange of people between the United States and other nations</i>	18
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Your help is particularly needed in exchanging:

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Professional Trainees	29
Farm Trainees	31
Teachers	35
College and University Professors	38
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Professional Men, Technical Experts, Leaders of Thought and Opinion	43

After you have read the following pages, go over this check list to see which type of exchange best fits your community. On page 52 is a summary of "Steps To Take" which briefs you on what you should do to carry out an exchange.

A BRIEF PREVIEW

Introduction

WHEN President Truman, in his Inaugural Address, announced plans for helping underdeveloped areas by bringing them American "know-how," he breathed encouragement into war-weary people everywhere. Their quick and eager response came as no surprise to organizations devoted to the interchange of people between nations.

Least of all did it surprise the United Nations, which from its birth has spurred the interchange of people as a step toward improving the world's living standards and strengthening the sinews of peace. Through its own specialized agencies, the United Nations awards a number of fellowships for advanced study and research in foreign countries.¹ The United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Health Organization (WHO), and the Food and Agriculture Organization (FAO)—all parts of the United Nations—include in their budgets funds for certain specialized interchange-of-persons projects. UNESCO has also measured the extent of this international interchange in its book "Study Abroad: International Handbook of Fellowships, Scholarships and Educational Exchange,"² which shows that for the year 1948-49 over 16,000 international fellowship awards were available for citizens of 34 countries. These agencies, however, rely largely upon national governments and voluntary groups throughout the world to carry out the aims of the United Nations by conducting their own international exchange-of-persons programs.

The United States Government has for some years recognized its responsibility in developing world peace through such programs. It is making every effort to cooperate with United Nations agencies. Through its National Commission for UNESCO it supports the work of that organization. It needs your cooperation, also, to make that support fully effective.

Scope of the Field

Men and women all over the world hunger for American "know-how." Their need is more urgent than ever before. American methods

¹Throughout this pamphlet, the term "fellowship" will be used to designate grants for graduate or post-doctoral study and research. The term "scholarship" will designate grants for undergraduate study.

²Columbia University Press. \$1.00 a copy.

and techniques must be put to use in the rehabilitation and reconstruction of war-devastated areas. Each year greater numbers of people from abroad want to come here to study and secure training. Over 30,000 foreign citizens are in the United States now, studying every subject imaginable—engineering, public health, assembly line methods, home economics—every aspect of our civilization.

Americans, too, are studying abroad in large numbers. Cut off during the War years, many of them are going overseas to catch up on the progress made in other countries in their field of interest. Many are G. I.'s who found out during the War what opportunities there were in other countries for advancing their careers and have gone back to take advantage of them. And behind all of this increasing flow of Americans abroad is the realization that in a world brought close by rapid communications and economic interdependence, it is more than ever important for Americans to learn at firsthand how the people of other nations live and think.

The Need

The foreign national who wishes to come to the United States to study or train finds it especially difficult at present, for economic reasons. The world-wide dollar shortage and the difference in rates of exchange make it almost impossible for him to finance himself. Your active help is needed if these far-reaching interchange-of-persons projects are to be the success they must be.

In the United States, the great push behind these exchanges comes from non-Governmental sources. Universities, colleges, foundations, state and local organizations, and voluntary groups provide by far the largest share of the necessary financing. Wherever Government funds are available for educational and scientific interchange, they are used primarily to stimulate voluntary efforts, in the belief that such exchanges are more effective when there is widespread participation by the American public in their support.

Government Programs

The United States Government has carried on for a number of years interchange-of-persons programs with Latin-American countries. Through these programs the Government finances annually grants-in-aid for approximately 400 Latin-American citizens wishing to come here, and for a smaller number of American students, professors, and specialists to go to Latin America. Latin Americans come to this country to study or teach in our educational institutions, to consult and to

observe our methods of doing things, to receive practical training in industry, or in the many branches of our Government. Their visits are financed either by the United States Government, in whole or in part, or by their Government or sponsor. In many of these programs, our Government's aid takes the form of maintenance or travel grants, and other expenses are financed by voluntary organizations or groups.³ The Government depends to a great extent on the financial participation of these voluntary groups and is anxious to cooperate with them whenever possible.

Through the use of funds under the Fulbright and Smith-Mundt Acts, the United States Government will be able to expand this type of interchange program and carry it on with countries other than the Latin-American republics.

The Fulbright Act (Public Law 584, 79th Congress), passed in 1946, turns swords into ploughshares in the modern way. It authorizes the use, for educational purposes, of some of the funds acquired abroad by the United States from the sale of war surplus materials. These funds remain in the currency of the foreign country and can be used to finance an American while he is studying, doing research, or teaching in that country; or they can be used to pay the round trip fare of a national of that country who wishes to come to the United States to study, do research, or teach. Not being in dollars, these funds cannot be used in the United States. Exchanges under this Act are undertaken following the conclusion of executive agreements with the participating countries.⁴

In addition to the Fulbright Act, the United States Information and Educational Exchange Act of 1948 (Public Law 402, 80th Congress)—the Smith-Mundt Act—authorizes the Secretary of State to provide for interchanges on a reciprocal basis between the United States and other countries of students, trainees, teachers, professors, and leaders in fields of specialized knowledge and skill. At present, funds are available only for programs with the other American republics. Exchanges elsewhere in the world under the Smith-Mundt Act cannot be carried out until Congress appropriates the money. These funds will be limited and can serve the greatest number of people only if used jointly with private funds to finance cooperative exchanges. In this legislation, the Congress specifically confirmed the policy of the United States Government

³The term "voluntary" should be understood as including organizations financed by state, local, or private funds.

⁴Agreements have been signed with: Belgium and Luxembourg, Burma, China, France, Greece, Italy, The Netherlands, New Zealand, Norway, The Philippines, and the United Kingdom. Further agreements are anticipated with: Austria, Australia, Egypt, India, Iran, Pakistan, and Turkey. Other countries may participate at a later date.

to cooperate, wherever possible, with existing voluntary agencies which are successfully engaged in such activity.

Your Help Is Needed, Too

Programs of interchange of persons for educational purposes are not easy undertakings. The flow of people between nations requires a vast amount of effort. The United Nations—and specifically UNESCO—our Federal Government, and many voluntary organizations and groups are working hard to increase this two-way exchange and make it more effective. Many religious, civic, social, professional, and service groups are already participating. If organizations to which you belong are not now doing so, get your fellow members interested in the idea. And don't overlook one of your colleagues who might be one of the best candidates for an exchange. Your organization can play a big part in helping to interchange the "grass roots" ambassadors of the world.

The interchange of people is vitally important. As people of one country get to know people of another country, their horizons are widened, their knowledge and understanding increased. Parts of the world which were formerly no more than a blur on the map are brought into clear focus. Citizens of various nations come to realize that the differences between them are not so great as the many interests and problems they have in common, and that they can work cooperatively to improve their lives. Barriers of misunderstanding and intolerance are broken down, and respect for differences in cultures is built up. A better informed public opinion is developed.

The foreign visitor whom you invite to your Thanksgiving dinner may become your lifelong friend. Through that friend the customs of a country which seemed outlandish to you, or the actions of a government which seemed incomprehensible, are made understandable. You are strengthening the bonds of peace and adding to our stockpile of international friendships. Increased knowledge has economic results also, and can help to raise the living standards of the world. The American agricultural expert who goes to Brazil to teach and to demonstrate helps to increase the economic output of a great many people. The engineer who comes from Korea to study the harnessing of water power can play an important part in the development of his country and in bettering the lives of his countrymen.

No one claims that this interchange of persons alone will prevent war. It is only one road toward peace—but it is a wide road.

Much depends on the people concerned. If you have ever run a

church supper or a club election, you know what working with people means. It is difficult but satisfying.

Unofficial Ambassadors

The individual who goes to a foreign country is an unofficial ambassador. His ability to be a good one is just as important as high scholastic or technical attainments. Care in selection is of paramount importance.

The story is told of an American social worker who had been sent to Quito, Ecuador, by the United States Government to work with social workers and help them solve some of their problems. She made many friends among the people. She visited their homes, ate at their tables.

One evening as she returned to her hotel, a taxi drove up. Its driver jumped out. Bowing low in the grand manner, he said, "Madame, we taxi drivers know about you and what you are doing to help all of us. Our children will be better off because you came. The taxi drivers of Quito have named me as their representative. We want to thank you and tell you that if you ever need a taxi in this city, no matter what the time or place, we are at your service."

That American was a good "grass roots" ambassador for her country.

In your own community you can take part in this great adventure. There *is* something you can do!

WELCOME, STRANGER



Hospitality Programs

MOHAMED BASSAN comes from Cairo, Egypt, to study at Ohio State University. André Benoit comes from Lyons, France, to be a trainee in an automobile factory in Michigan. Rosita Mendoza comes from Manila in the Philippines to train to be a nurse. All want to learn things about us which are not in books and machines and classrooms. They want to discuss with us, play with us, and live among us, as well as work and study with us.

You can see to it that these visitors are taken into your community and made to feel a part of it, that they get firsthand knowledge of American ways of life, American people, American ideals. In this way, you will take part in an important international adventure.

What You Can Do

Invite foreign visitors to your home. Hold informal get-togethers, parties, discussion groups. Ask families in your community to have the visitors live in their homes. Arrange sightseeing tours. Take them to your church, to your children's schools, to industrial plants, to a meeting of your Grange, to a political rally. Show them the American democratic way of life, so that they may give their fellow countrymen an accurate picture of us. Ask them to speak to your group, so you may learn more of their countries.

How do you meet Mohamed Bassan or André Benoit or Rosita Mendoza? There are many ways in which you can find out whether there are visitors from abroad in your community. Ask the editor of your

newspaper, ask at your churches, women's clubs, service clubs. Get in touch with personnel managers of any factories in your town to find out if there are foreign trainees in their plants. If there is a field representative of the Bureau of Apprenticeship, United States Department of Labor, located in or near your city, you might check with him to see if he knows of any foreign trainees located in any of the industries in your community. Or check with the field representatives of other Federal agencies which conduct in-service training programs to see if some of their trainees are working in your town.¹ Ask at your hospitals to see if any foreign nationals are in training. If you live in or near a college or university town, telephone the Office of Admissions or the foreign student adviser to obtain the names of foreign students.

The Latch String Is Out in Cleveland

The people of Cleveland, Ohio, have made their foreign visitors feel at home.

Cleveland has a great many visitors from other lands—some in colleges, others training in factories. These visitors at one time were living a life apart from the community. So, the Cleveland Council on World Affairs invited them to an informal get-together. This event was so successful that it marked the beginning of the International Students' Group of the Council on World Affairs.² This group, made up of both foreigners and Americans, is sponsored by the Council in cooperation with the colleges and universities of Cuyahoga County.

Through the efforts of the office of the Adviser to Foreign Students, who is a member of the Council staff, and of the Women's Advisory Committee, the entire community has been alerted to the presence of the strangers in its midst. As a result, a city-wide program has been developed. Clubs give them rooms free of charge for meeting places, or plan special events for the group. Homes are opened to the foreign visitors, not only during the holidays, but throughout the year. Men in business and industry also play their parts. They show visitors through newspaper offices and factories and entertain them at lunch. The Cleveland Indians, the Browns football team, the Summer Orchestra and the Playhouse have invited foreign visitors to be their guests on special occasions. Among other groups participating, the Junior Chamber of Commerce gave a picnic, and the Rotary Club has entertained the group at an annual luncheon.

Cleveland is no longer foreign to foreigners.

¹See Appendix B.

²For details of this program, write to the Adviser to Foreign Students, Council on World Affairs, Cleveland, Ohio.

And in San Francisco, too!

The Oakland, Berkeley, and San Francisco Chambers of Commerce, in cooperation with International House, launched an "American Way of Life" program for foreign students at the University of California and Mills College.³ Recently, students from Stanford and Santa Clara Universities have been included in their program. They are introduced to our business, industry, and government, and visit factories, packing plants, telephone exchanges, department stores, courthouses, city government council meetings, and the State Capitol. They visit the Pardee Dam and tour San Francisco Bay and the Valley of the Moon.

At the end of each semester, members of the Chamber meet with the staff of International House and students who have gone on tours to evaluate the tours taken and to make suggestions for the next semester.

In San Francisco, foreign visitors have a chance to see behind the scenes of American life.

And New York!

New York has the largest concentration of foreign visitors in the country—4,000 students, besides the staff of the United Nations and hundreds of representatives of foreign governments. It is the port of entry for the majority of foreign students coming to this country. Reaching them individually and making them feel at home is an enormous job.

But New Yorkers, like the members of other communities all over the United States, have put down the welcome mat.

Some twenty or more organizations carry on a huge and expanding program of hospitality and assistance. Last year they organized themselves into the Greater New York Council for Foreign Students, to enable them to avoid wasteful duplication of effort and to broaden their scope of activities.

Every incoming ship between July 15th and September 15th is met by volunteers from all of these groups, under the direction of the Committee on Friendly Relations Among Foreign Students, who greet the foreign student with a friendly word, help him with his baggage, put him on the train to his college if he is leaving immediately, or get temporary lodgings for him if he is staying over in New York. An orientation conference is held in September to prepare students for the life they

³For details of this program, write to the Director of International House, Berkeley, California.

face on the college campus. They are taken to visit factories, business organizations, department stores, newspaper plants, and the many places of historic interest in and near New York—not only during the conference period but throughout the year.

Hospitality in homes in and around New York and vacation activities are planned so that no foreign visitor in New York during holidays need feel himself alone.

An innovation this year was the "Living America" lecture series, sponsored by the Greater New York Council and given at International House with the cooperation of Columbia University, the United Nations, and other groups.⁴ Designed to reach those foreign visitors to New York who cannot get out to see the rest of the country, it presented in vivid terms a total picture of American life. It brought to the foreign visitor a businessman from the Middle West, a labor leader from Pennsylvania, a Southern farmer, and people from many more walks of life. At firsthand the students found out what the businessman, the labor leader, the farmer think—what their problems are, and what part they play in the American scene.

New York is not too busy to extend hospitality to its foreign guests.

This real American hospitality is being carried on in many other communities where there are visitors from abroad. The people absorb more than vague definitions of our democracy. In some ways they notice more about America than we do ourselves. If there is no program for foreign visitors in your neighborhood, get your community interested in starting one.

You are not in this by yourselves. All over America many thousands of people and organizations such as your church and service clubs have successful hospitality programs. Many nation-wide organizations help their local chapters run hospitality programs.

Below is a partial list of such organizations; details will be found in Appendix A.

Telephone or write to the nearest office of these national organizations, find out if they have a hospitality program and how you can be a part of it.

American Field Service
American Red Cross, College
Activities Division

Association for Childhood
Education
China Institute in America

⁴For details of this program write to the Executive Secretary, Greater New York Council for Foreign Students, 500 Riverside Drive, New York 27, New York.

Committee on Friendly Relations
Among Foreign Students
Experiment in International Living
Greater New York Council for
Foreign Students
International Houses
League of Women Voters
in the United States

National Association of Foreign
Student Advisers
National Grange
United Council of Churches
United States National Student
Association
World Council of Churches
Young Women's Christian
Association

"Before I left China, I had the impression that Americans had no deep family life, that they were quite independent of firm family affections. Since being entertained in several American homes, I find I was wrong. Americans have a wonderful family culture, with much loyalty and affection."

.... Chinese Student

INVITATION TO THE WORLD

Interchange Programs

HOSPITALITY is vital, but obviously the first step is to bring the foreigner here, or send the American abroad. This is more ambitious financially than hospitality programs but its possibilities are as varied as the people of the world, and its influence can reach to every corner of the globe.

The American doctor you and your friends send to Burma may set up only one medical mission, but there young Burmese doctors are trained who, in turn, set up other medical centers. The Costa Rican farmer brought to study mechanized farming in the United States will return home to demonstrate and teach what he has learned. In the same way, through the child welfare worker you send to Poland, or the young theological student you bring from India, your influence is developing in ever-widening circles throughout the world.

Your interests, the type of community in which you live, what it has to offer, and the amount of money you can raise will all determine how you can participate. The types of interchange with which you might become concerned can be divided roughly into the following categories: student, trainee, teacher, professor, specialized lecturer, professional man, technical expert, or leader of thought and opinion.

SCHOOL FOR PEACE



Student Interchange

A group of students from other countries can do a great deal for any community. Their different points of view are a leaven, raising interest in the ideas, customs, and problems of other peoples, and providing objective criticism of how we do things. And, too, Americans of that community have a chance to strengthen democratic ideas in these young minds, as in the minds of their own young people.

There are many opportunities for foreigners to study here, and for Americans to study abroad. Many scholarships and fellowships are offered both here and abroad. But, of the thousands of such grants offered throughout the world, most are not complete. A total scholarship or fellowship is a package, containing international transportation, travel and incidental expenses in the foreign country, room and board, and tuition.

In most cases, only part of the package is offered. The student must find the rest. Therefore, groups that wish to help exchange students have two possibilities.

- (1) To complete a package of a student who has already been accepted as a candidate for an award.
- (2) To increase the number of scholarships and fellowships already available by offering a complete package, or by cooperating with other organizations in furnishing a complete package.

Completing a Package

A striking situation exists which will illustrate the great need for completing packages.

A large number of scholarships and fellowships are offered each year

to foreign students for study in the United States. For each award, over a hundred foreign students apply, and yet many of these opportunities are unused. This is usually because the candidates are not able to find the funds to finance the rest of the package.

Organizations working in this field can give you names of many students who have been accepted by American colleges and universities as scholarship and fellowship students, but who, even though their board and lodging in this country are assured, have had to turn down an award for lack of supplementary dollars (a minimum of \$300) needed for other expenses.

Take the case of Gerard Boulanger of Paris, France. He served in the French underground during World War II and then entered the Chemical Institute of Paris, through competitive examinations, first out of 300 candidates. He is preparing for a Doctor's degree in organic chemistry. "I have come to the conclusion," he wrote to the Institute of International Education, "that it is more and more necessary for a young chemist to work for a period in an American laboratory in order to acquire a sound chemical knowledge. . . . Moreover, I want to get acquainted with the American industrial methods in order to be able, on my return to France, to occupy a useful position in commercial relations between my country and the United States." He applied for a fellowship and was awarded one in organic chemistry at the University of Michigan. This covered tuition only. Board and lodging were offered to him by a fraternity on the campus. He was able to pay his ocean transportation in francs. But nevertheless he had to turn down this opportunity to study in America because the dollar shortage in his country made it impossible for him to secure the \$300 needed to cover his minimum incidental expenses during his stay here.

A group of internationally-minded Americans could have made a vital contribution not only to this young man personally, but to strengthening French-American ties by completing Gerard Boulanger's package and thus making it possible for him to come to the United States.

Thus community groups can play a part in completing a package for foreigners wishing to come to this country.

Members of Rotary Clubs throughout the country have been aware of this for some time and have contributed a great deal to promoting interchange of persons. The Rotary Clubs of Georgia are especially active in this field. By assessing their members a small amount, they have raised funds each year to complete the package of a considerable number of foreign students who wished to study in educational institutions of Georgia.

Student groups are also participating in this type of aid.

Undergraduate members of a fraternity at Bowdoin College in Brunswick, Maine, worked out a very successful way of bringing students to their college. They told the President of the college that they would give free room and meals in their fraternity house to an undergraduate student from abroad if the college would provide his tuition. The college responded by offering free tuition not only to one but to twelve foreign students, provided the fraternities would give free board and lodging to as many. This was agreed upon, and now eleven of the fraternities at Bowdoin are sponsoring foreign students under this project, known as the Bowdoin Plan.¹

Fraternities on dozens of other college campuses have adopted this unique plan to aid foreign students. The Bowdoin Plan is a challenge to all Americans. Think about it. Organize a Bowdoin Plan in your nearest college or university, or adapt it for your community.

It is possible also to complete the package of a foreign student wishing to study in one of our secondary schools. An example is the program which the American Field Service carries out in cooperation with the Institute of International Education. They place foreign students in secondary schools throughout this country. Here, the school offers tuition, room, and board; the student or his family finances his international travel; and the American Field Service provides funds for travel in this country, personal incidental expenses, and vacation costs.

There are various ways in which you and your Government can cooperate in completing a package. For instance, in its program for graduate students from Latin-American countries, the United States Government offers grants-in-aid to supplement fellowships, scholarships, internships, or other forms of aid offered by our universities, colleges, and other private agencies. So, if you decide to offer help in your college to a student from a Latin-American country, our Government might assist you to complete the package by providing a grant-in-aid for travel or maintenance or both. Through such cooperation with the United States Government and the use of grants awarded under its exchange programs, non-government organizations will be able to make a larger number of scholarships available, with no greater outlay of money. The American Association of University Women took advantage of this recently. They had raised sufficient funds to bring two students from

¹For further information on the Bowdoin Plan, inquiries may be sent to the Office of the President, Bowdoin College, Brunswick, Maine, or HELP (Higher Education for Lasting Peace), Union College, Schenectady, New York.

the Philippines. When they found it was possible for their candidates to apply for travel grants under the Fulbright Act, they were able to bring three instead of two Filipino students to this country.

If your community is interested in such a project, get in touch with the Institute of International Education, or any of the organizations listed at the end of this chapter. Any of these can tell you of similar instances of packages which need completion. And, remember, the principle of completing a package can be applied to other types of exchanges described in this pamphlet.

Furnishing a Complete Package

There are more than three times as many foreign students in this country now as there were before the War. Many more wish to come. It had been hoped that the present number of 27,000 might be doubled by 1952, but the world-wide dollar shortage threatens not only to make that an idle dream but to reduce the number here at present. In terms of numbers, these foreign students are infinitesimal, as compared to the 2,000,000 American students enrolled in our colleges and universities. But in terms of goodwill possibilities they are infinite.

This Is a Way You and Your Group Might Work Out a Project in Your Community

You decide you would like to bring two foreign students to your community; for example, a student from Burma and a student from Ecuador.

You discuss the idea with the President of your local college. The President offers to give free tuition to one foreign student. He suggests that the local women's club, affiliated with the General Federation of Women's Clubs of America, might pay the tuition of the student from Ecuador.

You make arrangements with a fraternity on the campus to give free board and lodging to the students. Or, you might decide to raise funds to pay the living costs in the dormitory or in a private home near the campus.

The idea grows in the community. Civic groups agree to raise funds to finance the domestic travel and the personal and incidental expenses of the students during their stay in your community.

You talk the project over with the owner of your leading clothing store, and suggest to him ways in which he can contribute to the com-

munity undertaking. The student from Burma may not have warm clothes. The store owner agrees to outfit him with suitable clothing.

You persuade the local newspaper editor to send the students on a tour of the state during their vacations.

You get in touch with the Institute of International Education or other agencies operating in this field to ask them to recommend a carefully selected Burmese and Ecuadorian student for your project, and to help arrange for the reception and routing of the students to your community.

You still must arrange for the students' international transportation. You find there are various possibilities. In the case of the student from Burma, you may suggest that he apply to the United States Educational Foundation in Rangoon for a travel grant under the Fulbright Act. Through the Institute of International Education, Government funds may also be obtainable to finance this item for the student coming from Ecuador under the exchange program with Latin-American countries already described. Or civic groups in your community may be able to raise funds for the international as well as the domestic travel of the two students.

"This exchange of students helps to mitigate an exaggerated nationalism and to understand problems and thinking of other peoples. No book, no lecture can provide the same determinant impression."

. . . . Swiss Student

Help for Americans

It is not only the foreign student coming here who needs financial help. This is equally true of many Americans going abroad.

The governments of certain foreign countries offer some fellowships for American students. The United States Government, through the United States Office of Education, offers a limited number of grants-in-aid for graduate study in the other American republics. Funds are also available under the Fulbright Act to Americans for graduate study abroad. However, as in the case of foreigners wishing to come to the United States, there are many more Americans, unable to pay their own way, who wish to spend a year's study in foreign countries than can be financed through fellowship grants or funds under the Fulbright Act.

These funds are now awarded to Americans only for graduate study abroad. Most of the awards of foreign educational institutions, also, are for graduate study.

Through a plan called "Junior Year Abroad," opportunities for undergraduate study are open to Americans in universities in Paris, Geneva, Basel, Fribourg, Zurich, and Florence. American colleges give credit for this study. But the students must finance all the expenses themselves. This prevents many of them from going.

The University of Colorado helps students and faculty members to finance their study and travel abroad through a Travel Savings Fund Plan. Participants in this plan make monthly deposits which are invested by the University in Government securities, the interest being credited to the depositor's account. At the end of the elected period the depositor withdraws his savings plus accrued earnings, and the University matches the sum in the form of a 39-month loan bearing a small interest.²

Such a plan could be worked out in your own college, school, or industrial firm. Or, your community could establish a scholarship to send one of your young citizens abroad.

²For further information write to the Department of Modern Languages, University of Colorado, Boulder, Colorado.

" . . . this year will be one of the fullest and most stimulating of my life. . . . I find constantly that my horizons are growing, that there are many more things than were dreamed of in my philosophy.

"The student life is more conducive than any other, I think, to discovering the real heart of countries and people. When one meets students, one meets a cross-section of many different types with the qualities in common of youth and vitality, intellectual curiosity, a desire to understand and to be understood. By sharing daily experiences, by playing and working together, by talking late into the night in an atmosphere of informality and friendliness, one comes to know foreigners and their ways of thinking and reacting almost as one knows one's own brothers and sisters."

. . . . American Student, University of Geneva

An Itemized Budget

It is estimated that it costs approximately \$2,600 to bring a foreign student to the United States for an academic year of ten months. A breakdown of these costs follows:

1. Ocean travel, round trip (varies according to distance).....	\$ 400
2. Travel in the United States, round trip	100
3. Tuition and fees (academic year)	400
4. Room and board (academic year—varies according to local cost of living)	1,000
5. Health and accident insurance	20
6. Clothing	100
7. Incidental expenses (10 months)	250
8. Books	25
9. Vacations (travel, maintenance)	200
10. Administrative costs	125
	<hr/>
	\$2,620

No detailed estimates can be provided for the American student going abroad to study. This depends upon the country to which he may go, and many other factors. All that can be said is that the cost for ten months' study abroad might range anywhere from \$1,000 to \$2,000, plus transportation.

Remember, as has already been pointed out, you might do more good by completing a package for a student already selected. If, for example, you raise the sum of \$3,000 you can do more good by offering to pay the room and board of three students than by defraying the entire costs of only one student.

Who Will Help You?

Below is a partial list of organizations participating in this field of exchange. See Appendix A for details of voluntary agencies, Appendix B for details of Governmental organizations.

VOLUNTARY:

Advisory Committee on Cultural and Educational Relations with the Occupied Countries	American Chemical Society
American Association of Colleges for Teacher Education	American Field Service
	International Scholarships
	American Friends Service Committee

American Home Economics
Association
American Institute of France
American Scandinavian
Foundation
Anglo-American Hellenic
Bureau of Education
Belgian American Educational
Foundation
Brethren Service Committee
Carrie Chapman Catt
Memorial Fund
China Institute in America
Church World Service
Committee on Friendly Relations
Among Foreign Students
Commonwealth Fund
English-Speaking Union
Experiment in International Living
General Federation of
Women's Clubs
Germanistic Society of America
Institute of International
Education

International Houses
Kosciuszko Foundation
Masaryk Institute
National Association of Foreign
Student Advisers
National Catholic Welfare Con-
ference War Relief Services
National Research Council
National Social Welfare Assembly
Youth Division
Near East Foundation
Ruskin College Labor
Scholarships, Committee on
United States National Student
Association
Watumull Foundation
World Council of Churches
World Student Service Fund
Young Men's Christian
Association
Young Women's Christian
Association

GOVERNMENTAL:

United States Office of Education, Federal Security Agency

PATTERNS FOR UNDERSTANDING



Trainees

WHEN we bring together the workers of different countries we can attain the widest possible base of international understanding because their work and experience reach down to the tap roots of civilization. One of America's big chances to help raise living standards throughout the world is to bring foreign skilled workers here for limited periods of on-the-job training—on farms, in factories, laboratories, business firms, hospitals, and Governmental agencies. It is to be hoped that future programs will emphasize these non-academic exchanges.

Industrial Trainees

There are many possibilities for the exchange of workers in industry. A community in Montana might bring a mine foreman from Rhodesia to study mining techniques. Corning, New York, might send a glass worker to observe glass making in Murano, Italy. A boy who repairs refrigerators in Stockholm might exchange places with an American worker in a refrigerator factory.

These foreign workers undoubtedly learn much from the technical training they receive here. Their American counterparts also can learn much abroad—and not only about foreign industries. The Corning glass worker becomes interested in the progress made by the Italian people in rebuilding their country. The American who goes to Stockholm can find much to interest him in the development and organization of Swedish cooperatives.

America has an additional advantage in its great melting pot of bilingual people, a vast resource of excellent exchange possibilities. Spanish-speaking groups in our Southwest, Swedish in Minnesota, Polish in Pennsylvania, German in Wisconsin, Italian in New York, for example, could arrange for the interchange of persons between their communities and their mother-tongue countries.

Get in touch with your Chamber of Commerce. Talk with your labor union leaders. Canvass your industries. See if they are exchanging trained workers. If not, interest them in the idea.

Here Are Some Actual Patterns!

Many large industrial firms, some of which may have branch plants in your town, carry on extensive programs for trainees from all over the world. Foundations and private organizations, also, offer grants to foreigners for on-the-job training in a variety of fields.

Some of these are on a reciprocal basis:

The School of Business of City College of New York sponsors a part-theory, part-practice course in which Latin-American students come to the school and American students enroll in a similar school in Latin America.

On her own initiative, a worker in a fluorescent plant in North Bergen, New Jersey, interested the President of her firm in exchanging her for a month with a similar worker in the same kind of factory at Spennymoor, near London.

Some of these are "one-way" programs:

The Brazilian National Service of International Apprenticeships sends carefully selected Brazilians here for practical training in various industries.

The sugar industries of Turkey finance some of their employees who are sent here to train in sugar plants as well as to study in educational institutions.

Many foreign governments and organizations are eager to have their citizens receive on-the-job training here. Some so much so that they would be willing to finance the entire costs of such visits. At present it is difficult for most of them to obtain American dollars but, nevertheless, they are defraying to a greater and greater extent what costs they can in their own currency, such as international travel.

The United States Government has, for several years, offered many grants to Latin Americans for training in industry. A small number of

these grants is still offered, but the demand is far greater than the supply. It is hoped that this type of project, which means so much to industry and public welfare the world over, can be undertaken to a greater extent by private financing.

What Will It Cost?

It has been estimated that it costs approximately \$2,200 to bring a trainee to this country and provide him with maintenance, travel costs, etc., for a six-month period of training in industry. This estimate includes a monthly stipend of from \$150 to \$200. It is possible that the industry in which the individual is training will pay him a maintenance allowance.

It is not possible to give the exact figure for the cost of sending an American trainee abroad, but it is estimated that a total of \$1,500 should cover his expenses for six months.

Who Can Help You?

Below is a partial list of organizations which can be of help to you. Detailed descriptions of these and of additional organizations will be found in Appendix A for Voluntary, Appendix B for Governmental:

VOLUNTARY:

American Friends Service
Committee

American Scandinavian
Foundation

China Institute in America

Institute of International
Education

National Association of Foreign
Student Advisers

Watumull Foundation

Young Women's Christian
Association

GOVERNMENTAL:

Institute of Inter-American
Affairs

United States Department of
Labor, Bureau of Apprenticeship

Professional Trainees

Besides training in industry, many people come to this country for professional training in such fields as education, social service, child welfare, public health, and government.

The United States Government offers "in-service" training of this type in many Government agencies. At present this opportunity is open only to citizens of Latin-American countries, but it is hoped that it will

be possible under the Smith-Mundt Act to extend the program to citizens of other nations.

The possibility of similar training in state and local government agencies offers opportunities not yet realized—training in community government, in city management, etc.

The United States Office of Education carries on a program of “in-service” training for Latin-American teachers. They come to practice and observe in our schools and to participate in various fields of education at different levels. Some help administer tests; some assist in teaching.

Many voluntary organizations arrange for this type of professional training also. The American Home Economics Association places its foreign students in vocational schools. . . . The Institute of International Education has arranged for the placement of French social workers for training in some of our settlement houses. . . . Many other such programs are in existence all over the country.

You can participate in this type of program also.

You might arrange in your municipality to give training in local government to a foreign trainee.

You might arrange with your local School Board and the United States Office of Education to place a teacher trainee in your school. This would cost you very little but can do much to stimulate international interest in your neighborhood.

You could cooperate with the United States Government or one of the voluntary agencies listed below by completing a package for one of their candidates eligible for a professional training scholarship.

Who Can Help You?

Below is a partial list of organizations which can be of help to you. Details of these, as well as of additional organizations, are given in Appendix A for Voluntary, Appendix B for Governmental.

VOLUNTARY:

American Association of Colleges
for Teacher Education
American Home Economics
Association
American National Red Cross
Anglo-American Hellenic Bureau
of Education
China Institute in America

Church World Service
Institute of International
Education
W. K. Kellogg Foundation
National Council of Jewish
Women
National Education Association
of the United States

National Social Welfare
Assembly

United Service to China

GOVERNMENTAL:

Institute of Inter-American
Affairs

Young Women's Christian
Association

United States Office of Education,
Federal Security Agency

Costs

See page 29 for costs.

The expenses incurred in bringing a professional trainee would be about the same as those for an industrial trainee.

Farm Trainees: The Men with Ploughs

Rural communities having neither colleges nor industrial plants still have vast opportunities to take part in the exchange of persons. The idea of exchanging farm youth in this country with farm youth in other parts of the world is mushrooming. From all over the globe requests are being received from young farmers who wish to come to this country to live on our farms and study our methods. In recent years county extension agents have placed several hundred farmers from other countries with American farm families for periods ranging from a week to six months.

A good example of such an exchange is the International Farm Youth Exchange Project. This originated among members of 4-H Clubs. It was financed by agricultural communities and friends of 4-H Club work, and sponsored by the Cooperative Extension Services of State Colleges of Agriculture and the United States Department of Agriculture, which made the necessary arrangements abroad.

The project enabled carefully chosen young American farm men and women to spend several months on farms in Europe and young European farmers to do the same in this country. This was not a joy ride. Only qualified and mature young people with a strong sense of responsibility had the opportunity to obtain this training and to become "grass roots ambassadors" of international understanding.

In the summer of 1948, 17 members of 4-H Clubs, from as many states, went to live on farms and visit agricultural institutions in 7 countries—England, Finland, Norway, Denmark, Holland, France, and Italy. Likewise, young farm boys of France, England, and Denmark have come to stay with farmers in this country. For the summer of 1949 exchanges have been arranged with European countries for 50 young farmers.

The Netherlands Agricultural Program for young Dutch farmers is another example. With the assistance of county extension agents, 32 Dutch farmers are to be placed with American farm families in 15 states for 3 to 6 month periods.

Other projects for farmers are carried on by voluntary organizations. The Brethren Service Committee, in cooperation with the College of Agriculture of the University of Warsaw, brought 13 young Poles from devastated areas in Poland for agricultural training in this country.

Some of these visiting farmers study at our Schools of Agriculture and Land-Grant Colleges; some work and live on our farms; some do both.

An interesting program which sent American farmers abroad was that of radio station WOW, Omaha, Nebraska. It financed 25 farmers from mid-America who went to exchange farmer talk with neighbors in 8 European countries. The commentator from the same radio station has arranged for a group of 30 women representing parents' groups, farm organizations, and civic clubs, from rural areas of our Midwest, to go to European countries for a month to study conditions there. "We don't expect," said their leader, "to find a solution for peace, but we will bring back to our communities some idea of what is taking place in those countries."

What You Can Do

This is an ideal opportunity for farmers and farm organizations throughout the country to make such exchanges possible. If you live in a rural community which desires to take part in this great opportunity to bring together farmers of all nationalities, write for information and guidance to the Cooperative Extension Service at your State College of Agriculture, to any of the national farm organizations listed on page 33, or to the:

Director of Extension Work *or*
Office of Foreign Agricultural Relations
United States Department of Agriculture
Washington 25, D. C.

What Does It Cost?

It is difficult to say exactly what it costs to send an American farmer to Europe for practical experience. It has been estimated that it costs about \$750 for six weeks in Europe, transportation included. To bring the foreign farmer here costs approximately the same.

Who Will Help You?

Below is a partial list of organizations already carrying out or planning exchange of farm youth programs. They are ready to cooperate with you in every way possible. Full details of these and of additional organizations will be found in Appendix A for Voluntary, Appendix B for Governmental.

VOLUNTARY:

American Farm Bureau Federation ¹	China Institute in America
American Scandinavian Foundation	National Council of Farmers' Cooperatives ¹
Anglo-American Hellenic Bureau of Education	National Farmers' Union ¹
Brethren Service Committee	National Grange ¹

GOVERNMENTAL:

Institute of Inter-American Affairs	United States Department of Agriculture
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¹Works in cooperation with the International Federation of Agricultural Producers, which is in touch with similar organizations abroad. Through these foreign organizations young farmers are selected to come to the United States.

"Certainly the time of my stay in the States is one of the best of my life; you can't imagine how impressed it is both in my mind and my experience, so that even now, in my actual work, I realize the great profit of it. I do think that the best means of creating an understanding between nations is that of having people know each other. It is an old item on which everybody seems to agree, but which is unfortunately very seldom effected."

.... Italian Trainee

GLADLY LEARN AND GLADLY TEACH

Teachers and Professors

LARGE goodwill dividends come from exchanges of teachers and professors. Often opinion leaders at home, they already have contributed greatly to their own cultures. And, like Chaucer's Oxford scholar, "gladly would they learn, and gladly teach." The teacher or professor is a mature person, well qualified to impart knowledge not only of his subject, but of his country and its culture as well; and through his training he reaches large groups of people—not only his pupils, but also the adults of the community—through discussion groups, lectures, the radio, and press interviews both in the country he is visiting and at home upon his return.

The visiting professor is often asked to serve as consultant, collaborating with the authorities of the institution he is visiting to broaden departments and programs. He can contribute much also, through writing, in newspapers, periodicals, class outlines, and textbooks.

Thus, through teaching, writing, and undertaking research, these men and women make lasting friends for themselves and valuable contacts for their professional societies and for their home schools and universities.

"Sai [of Siam] has been a valuable addition to both the college and the community. Despite differences in age and experience even the youngest college students have enjoyed him and profited by knowing him. They have taken him skiing with them to the famous Mount Spokane; they have included him in all their activities not because they felt they should, but because they liked him. He has been in demand as a speaker at meetings of women's clubs, P.T.A.'s, men's service clubs in Cheney and neighboring towns."

*.... Eastern Washington College of Education,
Cheney, Washington*

NEW BLACKBOARDS, FRESH VISTAS

Exchanging Teachers

JOHNNY EVANS, who studies English literature in a high school in Chattanooga, Tennessee, with Mr. Todhunter, a visiting teacher from Surrey, England, takes a much more personal interest in England and things English than ever before. When he hears a first-hand account of Shakespeare's home at Stratford-on-Avon and the Houses of Parliament in London, and when he sees Mr. Todhunter's snapshots of them, they seem much more real to him. And when Johnny's father hears Mr. Todhunter speak at a Rotary Club luncheon and tell of England's post-war developments in housing and decentralized factory towns, he becomes more keenly interested in England's solutions to her problems. Hundreds of other families feel the same impact of a foreign culture. It is impossible to estimate the complete benefits of Mr. Todhunter's teaching for international goodwill. And the community in Surrey, England, where an American from Chattanooga is replacing Mr. Todhunter, is also reaping similar benefits.

This is how such exchanges work. Miss Sanford, who teaches history at an elementary school in Middletown, Nebraska, is anxious to have the experience of a year's teaching in Great Britain. She talks over her idea with her supervisor. He agrees and makes arrangements through the United States Office of Education for Miss Sanford to change places with Miss MacIntosh, who teaches history in an elementary school in Intervale, Scotland. Both teachers pay their own ocean transportation. Both teachers remain on the payroll of their home school and pay their taxes in their native countries. In this way 120 American teachers changed places during the year 1948-49 with a similar number of teachers from the United Kingdom.

The Office of Education also arranges reciprocal exchanges between American and French teachers. The American teacher teaches English in a French school, and the French teacher teaches French in an American school.

The World Is Your Market

The Office of Education is glad to advise and help in any way possible, but many of these programs can be carried on at the community

level. There is no reason why your local school board cannot do this. For instance, the State Board of Education in Texas, in cooperation with the Office of Education, has arranged for reciprocal teacher exchanges between teachers of Texas and Mexico. You might arrange for exchanges with teachers of Australia, New Zealand, the Union of South Africa, and other English-speaking areas. A school in Florida might change teachers with a school in Cuba. Or, if you want a teacher to teach French, Spanish, Italian, or any other language, you could work out an exchange agreement with a school or college in the appropriate country.

One-Way Programs

Sometimes an exchange is not possible. But you still may want to invite a foreign teacher to join the faculty of your school for a year. Also, many educational institutions throughout the world, especially in war-torn areas, are seriously understaffed and would welcome an additional colleague from America.

Figuring the Costs

In a reciprocal exchange of teachers, since both teachers continue to receive their regular salaries, the extra cost to the community is negligible. The teacher may need help in paying her international travel costs. And, due to the difference in salary scales and living costs, the foreign teacher will have serious difficulty in making both ends meet. Additional funds for incidental expenses would enable him to have a much better experience in the United States.¹

To bring and maintain a teacher on a non-reciprocal basis costs approximately \$3,500 for one academic year. If you want to send a teacher to a foreign school for an academic year, the costs would be about the same.

Who Will Help You?

Below is a partial list of organizations which will help you (besides your local school boards and state departments of education). Details of these, as well as of additional organizations, will be found in Appendix A for Voluntary and B for Governmental.

¹*Under the Fulbright Act, some American teachers might apply through the United States Office of Education for a foreign currency grant to teach in certain foreign countries, and a foreign teacher in a country participating in this program might apply to the United States Educational Foundation in his country for a grant to cover round-trip travel to the United States.*

VOLUNTARY:

American Friends Service
Committee
American Junior Red Cross
Anglo-American Hellenic
Bureau of Education
Association for Childhood
Education

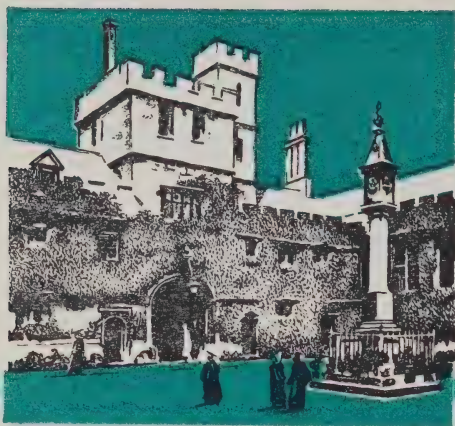
China Institute in America

Institute of International
Education

National Education Association
of the United States

GOVERNMENTAL:

United States Office of Education,
Federal Security Agency



**OFF THE CAMPUS,
INTO THE WORLD**

College and University Professors

FOR many years, institutions of higher learning throughout the world have arranged, and financed on their own account, exchanges of professors.

The United States Government has for a number of years given financial assistance to such exchanges between this country and the other American republics. By offering partial grants for Latin-American professors who have been invited to join the faculties of American universities and for Americans invited to universities in Latin-American republics, the United States Department of State has been able to increase significantly this direct exchange of knowledge.

Are there visiting professors at the universities and colleges in your neighborhood? Are professors from your area teaching abroad?

Perhaps your group can help nearby colleges and universities; it may even be that they need to be alerted to possibilities of exchanges. What is your own alma mater doing? A class or alumni gift might get things started there—perhaps as a living memorial to a colleague killed on foreign soil.

People experienced in this field of interchange feel that there should be more opportunities for young instructors and assistant and associate professors to teach in foreign countries. They would get a great deal out of a year in a foreign country and would be better teachers because of this experience.

What You Can Do

If you are interested in doing something in this field, a grant-in-aid for the exchange of two young professors would be a constructive way in which to cooperate.

Or you may encourage the college or university in your neighborhood to invite a visiting professor to join its faculty as an addition to the regular staff. Or you may stimulate a reciprocal interchange of professors.

An excellent opportunity for cooperation with the Government is afforded by participation in a phase of the Fulbright Program. Suppose that a professor from your university has been selected by the Board of Foreign Scholarships to receive a grant for teaching at the University of Liège in Belgium. Under the Fulbright Program he is awarded his travel, living expenses, and a professional stipend in Belgian francs. But it will not be possible for him to accept such a grant unless he can find some way of meeting his continuing expenses at home. A contribution from a voluntary organization to meet these needs would enable him to participate in this very worth-while exchange program.

On the other hand, you may arrange to defray the dollar expenses of a foreign professor to come to your university to teach. His international travel might be paid in foreign currency under the Fulbright Act.

The Conference Board of Associated Research Councils can advise you as to the available opportunities for American professors to go abroad under the Fulbright Act, while advice for foreign professors wishing to come to the United States can be obtained from the Educational Foundations and Commissions established in countries with which we have signed agreements under the Fulbright Act.

Who Will Help You?

Below is a partial list of organizations which will help you. Details of these, as well as of additional organizations, will be found in Appendix A for Voluntary, Appendix B for Governmental.

VOLUNTARY:

American Association of Colleges
for Teacher Education
American Friends Service
Committee

American Scandinavian
Foundation
Belgian American Educational
Foundation

Carnegie Corporation of
New York
China Institute in America
Conference Board of Associated
Research Councils
English-Speaking Union
Institute of International
Education

National Research Council
Rockefeller Foundation
United States National Student
Association
Watumull Foundation
World Council of Churches
World Student Service Fund

GOVERNMENTAL:

Division of Exchange of Persons,
United States Department of

State (at present, for Latin
America only)

**WE HAVE
WITH US TODAY**



Specialized Lecturers

HERE we get "people speaking to people" in the most direct sense. An engineer from Israel tells your forum of his land's immense engineering strides. A Chilean poetess unfolds the background of the South American literary scene. A New Zealand public health official describes the operation of his country's national health insurance. Firsthand knowledge, brought by an informed person, can awaken the community to a whole series of new interests.

Regular commercial lecture bureaus offer many extremely able foreign speakers at varying fees. Through their advertising, your clubs and forums undoubtedly are aware of these possibilities.

Not so well known, however, is the fact that professors visiting and studying here often spend part of their time lecturing. The Institute of International Education can tell you how to take advantage of some of these opportunities; it arranges lecture tours for many prominent visitors. If the lecturer is on tour, his fee will be \$75 for one day, \$125 for two, or \$150 for three, plus a small transportation charge if your stop is considerably off his route. If the lecturer is not on tour, your group will have to meet all transportation costs in addition to the fee. The Institute itself makes no service charge.

Other organizations active in this field, listed in Appendix A, will also be glad to inform you of any visiting foreigners whose trips they are sponsoring and who might be good lecturers. Or you may not have to go so far afield. There may already be a number of foreign nationals in your community teaching, studying, training, or simply visiting. Ask them to speak.

Your town may have a forum into which such lecturers could fit. If not, your church, club, school, or college might itself sponsor a series of such lectures.

Much good, also, can be derived from Americans lecturing abroad on those aspects of life in the United States with which they are most familiar. If one of your businessmen, religious leaders, union members, educators, or other community leaders who are good speakers, is going abroad, either on business or for pleasure, encourage him to make arrangements, whenever possible, to speak to local groups in the country which he is visiting.

"When men like him are available to lecture at small inland colleges such as ours, there is hope for a sympathetic understanding of the relationship between men and between nations."

*.... Excerpt from Letter of the President
of a Midwestern College*

TALKING SHOP ACROSS FRONTIERS

Exchange of Professional Men, Technical Experts and Leaders of Thought and Opinion

OF what does your town boast? A good newspaper—broadcasting and television studios—a unique public housing project—an especially good zoo—a successful city-management form of government—an interesting experimental farm—an outstanding research laboratory? In short, are you building any better mousetraps?

Of course you are. And there are people from other countries eager to see how you do it, compare notes, and “talk shop” with you. They want to see examples of the same work going on in different parts of the country—and don’t forget, they will give us valuable hints about improving our mousetraps.

Exchanging such people is another area in which you can play a vital part. This field knows practically no boundaries; the expert may be a labor or farm leader, a scientist, a musician, or a journalist. His specialty may be in any one of a number of fields. He is an expert who comes to another country both to learn and to teach. Organizations such as the Rockefeller Foundation, the American Scandinavian Foundation, the Carnegie Corporation, and the Belgian American Educational Foundation finance the interchange of a very considerable number of specialists for research and observation. Industrial firms do likewise and finance the interchange of experts in fields of particular interest to them.



Private Activities

To a greatly increased degree private groups of individuals are providing funds to bring professional men, technical experts, and leaders of thought and opinion to this country and to send them abroad. An example of this is the project of the National Education Association. It has raised money to bring experienced educators to this country to observe and consult in our schools, colleges, and universities.

Unique in many of its features was the project of the Virginia Press Association, which brought two French journalists to the United States as its guests for three months. This project also illustrates some of the ways in which the United States Government can help a private group to realize a program.

The Press Association worked out the details of this project in consultation with the Division of Exchange of Persons of the Department of State and was assisted by that Division in carrying out the program.

At the Department's request the American Embassy arranged to have the participating journalists selected by American press representatives in Paris.

Applicants were interviewed by the Public Affairs Officer attached to the Embassy.

The expenses of the trip were shared by the Virginia Press Association and the French journalists' newspapers, the former paying \$1,200 for each man, to cover expenses in this country, the latter contributing travel expenses to and from the United States.

During their three months' stay in Virginia, the visiting journalists accompanied members of the newspaper staff on their regular, outside assignments, became thoroughly familiar with desk and editorial procedure, and participated fully in the life of the community. Much of the time they lived in the homes of fellow journalists. Their time was divided among the 33 sponsoring newspapers, so that they became equally familiar with farm life and city council meetings. They also made the rounds of police and sport beats, living the normal life of the average American newspaper man. They wrote articles on their experiences for their home newspapers.

Your press association might initiate a similar program.

Government Activities

In cooperation with other agencies, public and private, the Department of State helps bring a certain number of leaders of Latin-American thought and opinion to this country to develop more comprehensive

projects of exchange and to broaden contacts between their civic and professional groups and ours. They consult, observe, and trade shop talk in laboratories, industrial plants, experiment stations, newspaper offices, hospitals, libraries, schools, universities. Our Government's in-service training programs for foreign visitors include a considerable number of technical and administrative specialists. Under this program, also, some Americans are sent to Latin America for similar purposes. American irrigation engineers are in Venezuela aiding in the development of reclamation projects to make more land available for agriculture. American agricultural experts and health officers are working on a large homesteading project in Peru. In general, these specialists are specifically requested of our Government by foreign governments. The United States Department of State recruits the specialists from other Government agencies and from private life, and frequently the foreign government pays part or all of the cost.

For many years labor unions have brought leaders from all over the world for observation and consultation, and they continue to do so. The Economic Cooperation Administration, realizing the value of this idea, has recently brought a group of Norwegian labor leaders to this country to visit and observe, and plans to do the same with labor leaders from other ECA countries.

A sizeable exchange-of-persons program which entails the cooperation of Government and non-Government agencies is that of the American Military Government. It is sending hundreds of leaders from the occupied areas to this country to observe, to train and learn, to improve their skills in order that they may help constructively in the rebuilding of their country. The American Military Government pays the international transportation of these people, and some of their expenses while they are in this country, but voluntary organizations are asked to make the specific arrangements for their programs while in the United States.

In this way German political leaders came here in November to observe our elections. Now, German women, specialists in their fields, are coming for short periods to observe our governmental and civic functions, to visit Congressional committees, town meetings, parent-teacher associations, labor unions. They will give particular attention to the role of women in American life, and will return to Germany to stimulate democratic activity among German women. The first of these German citizens to arrive are being sponsored by the Carrie Chapman

Catt Memorial Fund. Other voluntary organizations will sponsor other groups during their visits.

Voluntary organizations cooperate also with agencies of the United Nations. An example is found in the medical missions organized by the Unitarian Service Committee in cooperation with the World Health Organization. These missions, composed of leading medical specialists, have been sent to Austria, Germany, Czechoslovakia, Poland, Finland, Colombia, and the Philippines to lecture about and demonstrate the latest medical developments.

You, as a member of your community or professional group, can organize projects similar to those described. Or, if your group is not in a position to embark on a program which would require as much financial outlay and as much organization, you could contribute toward a program for the interchange of persons which has already been developed but which has not been carried out because of insufficient funds.

Many queries are received each year, by organizations such as those listed on page 47, from individuals, experts in their fields, who are anxious to come to the United States for a short time to observe American methods or to take advantage of American facilities, not obtainable abroad, to carry on research. These people can often finance part of such a trip but not all. For instance, the Institute of International Education received a request from a Frenchman who is a specialist in the growing of fruits. He wanted to come to California to study our methods of growing, packing, and shipping fruits. The French Government will underwrite the costs of his ocean transportation; but where can he obtain the dollars to finance his stay in the United States?

What Will It Cost?

It has been estimated that it costs a minimum of \$2,000 plus ocean transportation to bring a professional man or other specialist to the United States for a six-month period of study and observation. This includes a stipend at the rate of \$200 a month when on resident status, \$300 when on travel status. To send a specialist abroad for a six-month period will cost approximately the same.

Who Will Help You?

Below is a partial list of the organizations which can be of help to you. Details of these organizations as well as of additional organizations will be found in Appendix A for Voluntary, Appendix B for Governmental.

VOLUNTARY:

Advisory Committee on Cultural
and Educational Relations with
the Occupied Countries
American Association of Colleges
for Teacher Education
American Chemical Society
American Institute of France
American National Red Cross
Association for Childhood
Education
Belgian American Educational
Foundation
Carnegie Corporation of
New York
Carrie Chapman Catt Memorial
Fund
China Institute in America
Committee for International
Educational Reconstruction

Conference Board of Associated
Research Councils
John Simon Guggenheim
Foundation
Institute of International
Education
National Council of Jewish
Women
National Grange
National Research Council
Near East Foundation
Rockefeller Foundation
World Council of Churches
Young Men's Christian
Association
Young Women's Christian
Association

GOVERNMENTAL:

Division of Exchange of Persons,
Department of State (at present
for Latin America only)

Institute of Inter-American
Affairs

"That the personal benefit is enormous is very clear to me. I think I have profited more from this stay in the United States than if I had gone there say ten years ago, shortly after taking my Doctor's degree. Having gained a certain maturity myself, I feel that I am able to make a better evaluation and comparison of moral and scientific standards both in the United States and in Europe; this evaluation being not so much tinged by personal accidental experiences as I know it would have been if I had been ten years younger. On the other hand, I am still young enough so that my habits of thought are not too fixed, and I can appreciate ways of thinking and living that are different from those I am used to."

... UNESCO-American Chemical Society Fellow from Holland

VACATIONS WITH A PURPOSE



Summer Projects

MORE and more Americans go abroad for the summer, and not only as tourists. During the summer of 1948 some 4,000 American students and teachers went to study and work in European countries. Some go to do physical labor helping on farms or repairing the War's devastation. Some go to participate in seminars. Some go on medical or teaching missions. Many go to special summer schools at universities abroad. Most of these people go in groups organized by various agencies. The individuals in these groups must pay their own way.

What Is Being Done

Students in many of our colleges and universities have organized successful work or study projects for Americans abroad. These projects are varied in nature. Especially well known are the following.

Students of Harvard University have carried out in Austria a successful project in international education, known as the Salzburg Seminar.¹ They knew that the intellectuals of Europe wanted to learn more about our culture, so they instituted summer seminars on American civilization. A hundred men and women representing 16 countries attended the first one. Some were professors, some students, some former members of Allied undergrounds and armies, others former inmates of concentration camps, three of them former members of the German Army. Under the leadership of American professors who

¹For details, write to Harvard Student Council, Phillips Brooks House, Cambridge 38, Massachusetts.

volunteered their services—"outsiders" to the tensions of Europe—these former enemies lived together in an informal, friendly atmosphere. Together they studied and discussed the economics, literature, government, sociology, and history of the United States.

Students at the University of Minnesota have worked out another type of summer project. Their students spend three months abroad studying specific economic, political, and social problems of the country of their choice. Students who participate in this seminar are chosen a year in advance, so that they can prepare themselves by studying intensively the language and culture of the country. On their return from abroad they write and speak about their experiences and observations. This plan is known as the Student Project for Amity Among Nations (SPAN), and is being followed by students in nine Minnesota colleges and universities.²

Young adults of Glens Falls, Schenectady, Jamestown, and Ithaca in New York State organized a program which they call the "Community Ambassador Plan."³ Under the auspices of the New York State Education Department, they sent "ambassadors" from their towns to live with families in foreign countries for six weeks. Funds were raised by the communities. The Experiment in International Living, a non-profit organization active in the field, arranged with families in Europe to receive these "Community Ambassadors." Before leaving, the young Americans were carefully briefed not only about the nations to which they were going, but also about our country, its housing, industry, co-operatives, education, politics, and farming. And so, young people of the Empire State went to the people of Holland, England, Denmark, and Sweden to discover what they were thinking and doing, and to tell them what Americans were thinking and doing. Their home towns went with them through the local newspapers, to which the young "ambassadors" reported their experiences while abroad.

Was it worth while? One young American wrote from Holland that human nature was the same there as in Glens Falls. "The people laugh at the same things, are really pretty much like us. . . ." Ann Kraugh, of Denmark, in whose home one of the "ambassadors" stayed, said, "Many people think the Americans are very much different from the Danes . . . but I have found that some of the differences are superficial." Barriers of misunderstanding were being broken down.

²For details write to SPAN, Inc., 409 Syndicate Building, Minneapolis, Minnesota.

³For information, apply to New York State Education Department, Bureau of Adult Education, Albany, New York.

In the United States, summer courses particularly adapted for foreign students are offered in various fields. The University of California, as well as some 50 other institutions of higher education, offers special English language or orientation courses for foreign students. The Hudson Shore Labor School in New York holds a summer session where an international group of students meets to study and discuss current labor developments. The American Friends Service Committee conducts International Service Seminars. Yale University has a special summer course for foreign visitors in American history, culture, and economic life. All of these sources are for foreign nationals already in the United States.

A limited number of foreign students is brought to this country by American organizations during the summer to take part in seminars. The most sizeable project of this kind is that undertaken by the students of the Massachusetts Institute of Technology in Boston.⁴ They raised the money to bring 62 science and engineering students from 14 European countries for graduate study and research at M.I.T. during the summer of 1948. The tuition was provided by the M.I.T. Corporation; housing was donated by the M.I.T. fraternities; international transportation was provided by the respective governments; funds for food and incidentals were raised by the M.I.T. Student Committee. In addition to their intensive course of study, the students were invited to visit American industries and families. Group discussions, lectures, and picnics were organized to give the students a better understanding of the United States. For the summer of 1949, 80 students from 27 nations have been invited.

What You Can Do

There are a number of ways in which you can participate in this type of program.

You can help a foreign visitor already in this country to get to know more about us and our culture by sending him to one of the special courses mentioned above. Any of the organizations listed in Appendix A could give you names of candidates for such an award.

You can help finance a tour for visiting foreigners or you can arrange to have such a tour stop in your town, and see that a good welcome is planned for your visitors.

You can arrange to send one or more of your community members

⁴For further information, write: Foreign Student Summer Project, Massachusetts Institute of Technology, Cambridge, Massachusetts.

to participate in one of the numerous summer work or study projects for Americans abroad.

Cost Estimates

Detailed costs of summer projects cannot be given, for they depend on the type of project and the country in which it is carried on. It has been estimated roughly, however, that to maintain a foreigner already in the United States at a summer seminar for from six to eight weeks costs approximately \$300. For a six to eight week work-study period in a European country, one should allow \$750 per person. For countries near to the United States the cost is considerably less.

Who Will Help You?

So many groups organize summer projects for Americans abroad that it is impossible to list them all. Write to the United States National Student Association, 304 North Park Street, Madison, Wisconsin, or 5 Bryant Street, Cambridge 38, Massachusetts, for their handbook, "Study, Travel, Work Abroad"; or to the International Commission on Youth Service Projects, 203 North Wabash Avenue, Chicago 1, Illinois, for the pamphlet, "Invest Your Summer."

Or, for information on summer projects for foreign students in this country, write to the Institute of International Education, 2 West 45th Street, New York 19, New York, for "Summer Opportunities."

SO YOU WANT TO HELP?

Steps To Take

HERE is a check list of essential steps your organization should take once it decides to take part in the exchange of people between the United States and other nations:

1. Appoint a group to study the various possibilities for purposeful exchanges suggested in this booklet.
•
2. Consider possibilities in the light of the community's educational and social resources, its needs and interests.
•
3. Choose the type of exchange—that is, student, teacher, trainee, or other type—which best suits the desires and needs of your community.
•
4. Arrive at a rough calculation of the costs of the proposed exchange, using cost estimates in this booklet as a guide.
•
5. Raise the necessary funds among members of your organization and other interested groups, trying to enlist as wide a participation as possible.
•
6. Explore the possibilities of assistance through the United States Government by getting in touch with the appropriate agencies as described in Appendix B.
•
7. Write to the national organization which this book indicates is the one most likely to assist you and give you helpful advice.

8. Work closely with that organization to make your project effective by:

—selecting qualified persons to exchange (this is especially important);



—seeing that they are placed where they can carry out their projects most effectively;



—briefing them on the aims of the exchange and the countries to which they are going; and



—seeing that they are welcomed on both sides and receive cordial hospitality.



9. Make sure your community obtains all possible benefits from your project by:

—arranging luncheons, speeches, discussion groups, radio and newspaper publicity for the foreign visitor you invite; and

—obtaining reports and other publicity material from your “grass roots ambassador,” both when he is abroad and when he comes home.

PEOPLES TALKING TO PEOPLES



Conclusion

OUR men used to say on Guadalcanal, "The difficult takes a little time, the impossible takes a little longer." Like everything else touching human life, programs of exchange of persons must be administered with all the care and intelligence and patience we have. Bringing the peoples of the world into close contact with one another is not impossible but it is sometimes difficult. The intermingling of people for educational purposes is one of the chief goals of UNESCO. And the goal, as described in the slogan "peoples talking to peoples" has caught the imagination and enthusiasm of Americans everywhere. Here, in the United States, we can bring together people from all over the world. Here, the visitor from a foreign land can meet and talk with his American hosts, and with visitors from other countries as well.

Peoples talking to peoples . . . a farmer in Iowa talking to an agri-



cultural trainee from Brazil, a teacher in California talking to a child welfare worker from India, a textile worker in South Carolina talking to a factory foreman from Australia, a union leader in Illinois talking to a journalist from England . . . You, in your home town, talking to Chang Ping from China, to Aarvold Andersen from Norway, to Pedro Sanchez from Bolivia—to people from all over the world.

People talking to people . . . "How does contour ploughing affect your crop yield?" "How do your child labor laws compare with ours?" "What percentage of his wages does your average workman pay for rent?" People talking to people, getting to know and understand one another, making friends of foreigners, building roads to peace.

This is something you can do.

APPENDIX A

A PARTIAL LIST OF VOLUNTARY ORGANIZATIONS PARTICIPATING IN INTERCHANGE-OF- PERSONS PROGRAMS

The following list of agencies is offered as a working guide to those who may wish to participate in the field of exchange of persons.

Limitations of space make this listing necessarily incomplete, and do not allow mention of the numerous service and women's clubs, professional and alumni groups, and civic agencies which give substantial financial support and hospitality. There is a widespread appreciation for these efforts as the best expression of "grass roots" American interest.

NOTE: All of the organizations listed below are ready to advise you on your program. Those marked (*) will consider furnishing services to local groups wishing to operate their own programs. Many organizations also will accept funds to complete their packages.

ADVISORY COMMITTEE ON CULTURAL AND EDUCATIONAL RELATIONS WITH THE OCCUPIED COUNTRIES

744 Jackson Place, N. W.
Washington 6, D. C.

General purpose: To develop and strengthen sound approaches to cultural and educational affairs in occupied countries, stressing establishment of mutual relations between institutions and organizations in the United States and counterparts in those countries, with emphasis on development of democratic understanding and procedures.

Functions include: Review of program policy and consultation with United States Government departments and agencies concerning educational and related activities and policies in the occupied countries; negotiations with independent organizations for services required to implement educational programs; assistance in recommending qualified American personnel for overseas service; stimulation and coordination of volunteer reconstruction aid to supplement Government funds; assistance in arrange-

ments for foreign personnel coming to the United States; establishment of technical panels to advise Military Government in special fields as needed; preparation of reports and recommendations to non-government agencies directly concerned; publication of bi-weekly "Occupied Countries News Notes."

AMERICAN ASSOCIATION OF COL- LEGES FOR TEACHER EDUCATION

State Teachers College
Oneonta, New York

Arranges for study by foreign students in teacher-training institutions in this country; organizes and administers programs of study and observation for foreign teacher educators.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

1634 Eye Street, N. W.
Washington, D. C.

Provides assistance for university women abroad through three types of programs:

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grants fellowships for scholarly work without restriction as to subject or place of study; offers international grants for professional study in the United States to women from war areas; and provides emergency assistance to university women in devastated areas. Fellowships and grants are awarded on basis of individual merit to women in other lands, usually with advice of Association of University Women in the country concerned. International grants have been provided for women from Norway, Holland, Belgium, France, Czechoslovakia, Yugoslavia, Greece, Poland, Denmark, Luxembourg, Burma, Germany, Japan, Hungary, Italy, Finland, China, Siam, and the Philippines. Emergency assistance given on the basis of need without stipulation as to country. Recommendation for these grants is made by the Association in the country of the applicant.

AMERICAN CHEMICAL SOCIETY

1155 16th Street, N. W.
Washington 6, D. C.

Offers UNESCO Fellowships for study in chemistry and chemical engineering. Available to nationals of Austria, China, Czechoslovakia, Greece, Hungary, Italy, Netherlands, and Poland; must be mature persons already established in professional work related to the field in which fellowship is offered; applications must be sponsored by governmental and academic or technical body; recipient must give assurance, certified by the sponsoring body, that, on expiration of fellowship, he will return to his own country to resume specified employment which will contribute to his country's educational, scientific, and cultural reconstruction and that he will remain in such employment for not less than two years.

AMERICAN COUNCIL ON COLLEGE STUDY IN SWITZERLAND

1123 North Eutaw Street
Baltimore 1, Maryland

An intercollegiate organization composed of qualified persons interested in providing, supervising, and managing a program of study and living in Basel and Zurich for undergraduate students of American col-

leges and universities. Prerequisites for admission include: completion of Sophomore year; two years of college German or equivalent; recommendation of major professor and dean or president.

*AMERICAN FARM BUREAU FEDERATION

261 Constitution Avenue, N. W.
Washington, D. C.

The American Farm Bureau Federation favors the international exchange of students, technicians, and leaders of agriculture, industry, labor, and the professions as an important contribution to international understanding and good will. Through its member units in 45 states it is cooperating with the International Federation of Agricultural Producers, the United States Department of Agriculture, the Extension Service, the Department of State, and other agencies in promoting the international exchange of persons in the agricultural field, including students, farm organization leaders, young farmers desiring work-experience training, 4-H Club members, and other rural youth leaders. It is promoting a program that will greatly increase the number of students, technicians, and leaders who visit America to study our democratic way of life.

AMERICAN FIELD SERVICE INTERNATIONAL SCHOLARSHIPS

113 East 30th Street
New York 16, New York

Offers scholarships for study in the United States and foreign countries without restriction as to field of study. Available to nationals of all countries; age 15 to 25; candidates for secondary-school certificates must have sufficient education to fit into United States secondary schools; candidates for college scholarships must have completed secondary-school education; and those for graduate school scholarships (of which there are only a limited number) must have completed college training. Awards intended to promote the ideal of world peace through understanding among peoples. Therefore, candidates should be genuinely interested in such, rather than merely own personal education.

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AMERICAN FRIENDS SERVICE COMMITTEE, INTERNATIONAL STUDENT PROGRAM

20 South Twelfth Street
Philadelphia 7, Pennsylvania

The International Student Program of the American Friends Service Committee conducts International Service Seminars each summer. There will be 10 in the summer of 1949. Approximately 35 students and as many as 18 or 20 nationalities are represented at each seminar. International understanding is the objective, through study programs and group living. A similar program of seminars is projected for Europe. In addition, the International Student Program is responsible for the summer ship-board orientation of American and European students on 8 round-trip crossings to Europe.

AMERICAN HOME ECONOMICS ASSOCIATION

700 Victor Building
Washington 1, D. C.

Offers international scholarships for study in the United States in the fields of family economics, family relations and child development, food and nutrition, home economics education, home management, social welfare and public health, or textiles and clothing. Available to females of any nationality; age 22 to 45; must be graduates of college, university, or professional school of recognized standing in applicant's own country, with completion of appropriate basic courses needed for graduate or advanced undergraduate technical studies in branch of home economics to be pursued.

Also offers the Helen W. Atwater International Fellowship for study in the United States in the same fields as international scholarships, except textiles and clothing. Applicants must meet same requirements as for international scholarships, and in addition must have had at least two years' professional experience in home economics or a closely related field.

AMERICAN INSTITUTE OF FRANCE

25 East 64th Street
New York 21, New York

Provides opportunities to qualified American students and younger scholars to study in the best French institutions of learning.

Provides similar opportunities to qualified French students and younger scholars to study in American universities and technical institutions. Provides specialized assistance to individual students and scholars in both the United States and France, and evaluates work done abroad so that students may be properly accredited upon returning to their respective countries.

AMERICAN LIBRARY ASSOCIATION

International Relations Office
Library of Congress Annex
Washington 25, D. C.

Supplies information concerning scholarships, fellowships, and exchange opportunities for librarians in the United States and abroad.

AMERICAN NATIONAL RED CROSS

Washington 13, D. C.

Through its International Activities program offers scholarships, fellowships, and study visits to the administrative and professional personnel of other national Red Cross societies. Junior Red Cross National Children's Fund has sponsored 2 special foreign study visits: in 1947, 38 pediatricians representing 36 nations of Europe, Asia, and Latin America, who attended the Fifth International Congress of Pediatrics and who were accredited by their respective Red Cross societies, received funds for maintenance in this country; and in 1948, in cooperation with the Commission for International Educational Reconstruction, 25 teachers and educators from 10 European nations and the Philippine Islands came to learn recent advances in education and in the American Junior Red Cross. A similar cooperative project is being carried on during 1949 for educators responsible for administration and supervision of elementary schools.

Red Cross College Activities program helps foreign students make the most of their stay in America. Student volunteers sponsor teas for foreign students; list foreign students with campus Red Cross speakers' bureau and arrange for their participation in conference forum discussions; arrange social and cultural gatherings; and make plans for hospitality for foreign students in homes.

**Will consider furnishing services to local groups wishing to operate their own programs.*

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AMERICAN SCANDINAVIAN FOUNDATION

116 East 64th Street
New York 21, New York

Awards fellowships for advanced study in the United States to citizens of Scandinavian countries, and to American citizens for advanced independent research in Scandinavian countries.

AMERICAN SOCIETY FOR FRIENDSHIP WITH SWITZERLAND

8 West 40th Street
New York 18, New York

Gives grants to Institute of International Education for fellowships to nationals of the United States and Switzerland for study in the United States or Switzerland in some field that will benefit not only the individual but also his country. Age preferably under 35; must be graduates recommended by their colleges, universities, or teachers.

***AMERICAN SWISS FOUNDATION FOR SCIENTIFIC EXCHANGE, INC.**

P. O. Box 26
Nutley, New Jersey

Grants in the natural and medical sciences available to Swiss nationals for a period of study or research in the United States, and to Americans for study or research in Switzerland. Candidates should be post-graduate students, teachers, or others in scientific fields and should have Ph.D. or M.D. degree or equivalent experience.

AMERICAN YOUTH HOSTELS, INC.

National Headquarters
6 East 39th Street
New York 16, New York

Promotes inexpensive travel and conducts educational work and travel programs for American youth in Europe and America. Organizes groups of American youth hostellers to take part in international work camps. First month abroad is spent on work project, second month on a regular hostel trip. Work includes clearing away rubble, salvaging building materials, and construction of youth hostel buildings under supervision of skilled workmen. In addition, all-summer hostel trips are sponsored to provide a real

experience in international friendship. Minimum age is 17. Hostellers have opportunities to get acquainted with native hosts and to absorb the educational and cultural background of the country around them.

The A.Y.H. scholarship program brings selected European youth hostel leaders to the United States to take the A.Y.H. National Leadership Training Course, and return to Europe with American youth hostellers, serving as their guides during a summer of travel in their own native countries. Youth hostels in the United States are open to, and are being used by young people from abroad who are here on vacation or for a period of study.

ANGLO-AMERICAN HELLENIC BUREAU OF EDUCATION

126 Livingston Hall
Columbia University
New York 27, New York

Offers to Greek nationals graduate fellowships and undergraduate scholarships for study in the United States or Canada in the fields of agriculture, forestry, medicine, teaching, social work, nursing, engineering, and architecture. Undergraduates must be Gymnasium graduates with a four-year Arista or near-Arista average grade. Recipients must return to Greece and use their knowledge for reconstruction of their country.

ASSOCIATION FOR CHILDHOOD EDUCATION

1201 Sixteenth Street, N. W.
Washington, D. C.

Awards post-war study grants to teachers, experts, and specialists to study in the United States; arranges hospitality programs; provides informational services.

***BELGIAN AMERICAN EDUCATIONAL FOUNDATION, INC.**

420 Lexington Avenue
New York 17, New York

Provides fellowships for Belgian graduate and advanced students and professors for study and travel in the United States, and for advanced American students to study in Belgium. Provides fellowships for Ameri-

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can professors and scientists for research in the Belgian Congo. Also provides stipends for American students and specialists in the field of art to attend summer courses in the history of art given in Brussels under the auspices of the Belgian American Educational Foundation and the Belgian Ministry of Public Instruction.

*BRETHREN SERVICE COMMITTEE

22 South State Street
Elgin, Illinois

Administers work camps and volunteer service projects, and exchange student projects.

CARNEGIE CORPORATION OF NEW YORK

522 Fifth Avenue
New York 18, New York

Offers, for travel and study in the United States and other countries, grants-in-aid to residents of Australia, New Zealand, and Union of South Africa in the fields of law, government, economics, political science, sociology, and international affairs, as well as history, anthropology, and psychology in their current social implications. Grants also intended for educational administrators, scholars, and leaders in other fields who may derive clear benefit from carefully planned travel and study in other countries, and return to their posts informed and invigorated. They must occupy, or have been named to, positions of considerable influence; not intended for those wishing to complete any part of their formal education or to undertake specific research work. Will consider also requests from institutions in the above-named three dominions for visits by generally recognized authorities from abroad, whose competence bears direct relation to the interests of the dominion.

CARRIE CHAPMAN CATT MEMORIAL FUND, INC.

Room 810
461 Fourth Avenue
New York 16, New York

Set up by the League of Women Voters, promotes civic education among foreign students studying in the United States; provides guidance to women of foreign coun-

tries who are seeking ways in which they can become more effective as citizens; and conducts programs for exchange of persons.

*CHINA INSTITUTE IN AMERICA

China House
125 East 65th Street
New York 21, New York

Provides counseling, arranges for on-the-job training and vocational placement, and for hospitality for Chinese students. In 1948-49 administered 7 scholarship and fellowship funds involving 212 Chinese and 10 American G.I.'s. At its headquarters conducts, in collaboration with the New York City Board of Education, in-service courses in Chinese history and civilization for New York school teachers, as well as Chinese language courses open to the general public. Through China Institute of New Jersey conducts a yearly summer session for New Jersey school teachers, and assists visiting Chinese scholars to find suitable lecture and research appointments.

Publishes "China and America," a journal of cultural relations; an annual booklet listing all scholarship and fellowship opportunities for Chinese students in American colleges and universities; a directory of Chinese students and graduates in the United States; and a listing of courses in Chinese history, language, literature, art, etc., offered by American colleges and universities. Conducts exhibitions of Chinese art, open to the public; gives musical recitals introducing Chinese artists; and serves as a recreation center and general meeting place for Chinese and American groups in and around New York.

*CHURCH WORLD SERVICE, INC.

214 East 21st Street
New York 10, New York

Provides scholarships and training for ministers and social service or community leaders in the service of the ecumenical church. Provides theological scholarships without restriction as to place of study. Available to candidates from countries of Europe and Asia which have suffered from the war; age preferably under 30; must have

**Will consider furnishing services to local groups wishing to operate their own programs.*

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completed the first or second year of their basic theological study and must show outstanding abilities and promise of significant leadership. Candidates are considered from all of the Protestant and Orthodox churches. All applications must be sent to the office of the Department of Reconstruction and Inter-Church Aid, World Council of Churches, 17 route de Malagnou, Geneva, Switzerland.

COMMISSION FOR INTERNATIONAL EDUCATIONAL RECONSTRUCTION

744 Jackson Place, N. W.
Washington 6, D. C.

Endeavors to stimulate and coordinate American volunteer efforts on behalf of education in the war-torn lands. While a non-Governmental agency, it has been officially recognized by resolution of the United States National Commission for UNESCO, which has designated the C.I.E.R. as the agency to stimulate and coordinate American efforts in response to UNESCO's appeal for aid to the devastated countries. Cooperative relationships have been established by the Commission with more than 300 American organizations — educational, relief, social service, religious, and civic. The C.I.E.R. Cooperative Project in International Education in the summer of 1948 brought to the United States 45 educators from 18 countries to observe best practices in American education and participate in an international seminar at the University of Maryland. Sponsoring organizations working with the C.I.E.R. were: American Junior Red Cross, National Education Association, American Association of Colleges for Teacher Education, American Association of University Women, Association for Childhood Education, Delta Kappa Gamma, Institute of International Education. A similar project is being planned for the summer of 1949, and again the Institute of International Education will handle administrative arrangements.

COMMITTEE ON AFRICAN STUDENTS IN NORTH AMERICA

156 Fifth Avenue
New York 10, New York

Establishes selection committees in Africa to insure that definite educational standards

are met by students coming to North America to study. Advises students from Africa on placement in colleges and universities, and gives academic guidance in North America. Assists students with dollar exchange and other financial problems. Arranges reception and personal counsel on vacation projects and other matters, particularly off-campus relationships during student's stay in North America.

*COMMITTEE ON FRIENDLY RELATIONS AMONG FOREIGN STUDENTS

347 Madison Avenue
New York 17, New York

Arranges to have students met at their port of entry, and to receive help with temporary housing, baggage, and transportation. Also encourages hospitality in American homes and carries on a continuing program of orientation, including discussions and guided tours. Works through local associations and campus groups.

COMMONWEALTH FUND

41 East 57th Street
New York 22, New York

Offers fellowships to nationals of the United Kingdom for post-doctoral study in the United States. Preference given to personally and professionally mature and accomplished individuals. Offers fellowships to civil servants in the British Home Civil Service, the governments of Australia, New Zealand, and South Africa, and the governments of the British colonies, protectorates, and trust territories, distant from the United States.

CONFERENCE BOARD OF ASSOCIATED RESEARCH COUNCILS

2101 Constitution Avenue, N. W.
Washington, D. C.

The Committee on International Exchange of Persons under the Conference Board of Associated Research Councils makes preliminary selection of professors, teachers for American schools abroad, and research personnel as provided for under the Fulbright Act. Acts as consultant on such matters.

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*ENGLISH-SPEAKING UNION

19 East 54th Street
New York 22, New York

Administers fellowships for British graduate scholars to study in certain American universities. Tuition, board, and lodging are offered by university; additional maintenance funds are supplied by the English-Speaking Union. Applicants are screened abroad by committee of the English-Speaking Union, final selection is made by the American university offering the fellowship.

Also arranges International Schoolboy Exchange Scholarships. Recommended students are exchanged between participating independent boarding schools of the United States and public schools of Great Britain. The schools offer full scholarships in both countries; travel and incidental expenses are financed by the boys' families; vacations and hospitality are furnished by the English-Speaking Union.

*EXPERIMENT IN INTERNATIONAL LIVING, INC.

Putney, Vermont

For 17 years the Experiment in International Living has been sending groups of secondary-school-age, college-age, and graduate students to live as members of families abroad. Summer 1949 will see 450 Experimenters living as members of families in homes in Denmark, Norway, Sweden, Holland, British Isles, Belgium, France, Switzerland, Austria, Germany, Italy, Mexico, Spain, and possibly Colombia and Czechoslovakia. Hospitality in United States communities will also be provided for students from abroad this year.

GENERAL FEDERATION OF WOMEN'S CLUBS

1734 N Street, N. W.
Washington 6, D. C.

Is especially interested in promoting friendly relations with Latin America. Awards fellowships to girl students from Latin-American countries for study in the United States. In addition, 14 State Federations maintain one or more Pan-American scholarships, some of which are exchange

scholarships, while the Kansas, New Jersey, and Missouri Federations include foreign students other than Latin-American in their programs. Other State Federations are planning more foreign scholarships.

GERMANISTIC SOCIETY OF AMERICA

423 West 117th Street
New York 27, New York

Provides American scientific and humanistic periodicals for German and Austrian university and technical libraries in cooperation with the Rockefeller Foundation and the Civil Affairs Division of the Department of the Army. Awards fellowships to American graduate students to study at German or Swiss universities through the Institute of International Education.

GREATER NEW YORK COUNCIL FOR FOREIGN STUDENTS

500 Riverside Drive
New York 27, New York

A coordinating agency for educational institutions and other organizations engaged in various aspects of international student exchange programs in New York City. Through joint program planning, the Council seeks to avoid costly duplication of effort. To date, Council members have cooperated on projects involving problems of immigration, student aid, reception, orientation, housing, hospitality, and other aspects of cultural interchange.

GUGGENHEIM MEMORIAL FOUNDATION

551 Fifth Avenue
New York 17, New York

Offers fellowships to citizens and permanent residents of Argentina, Bolivia, Brazil, Chile, Colombia, Cuba, Ecuador, Mexico, Panama, Paraguay, Peru, Uruguay, Venezuela, United States of America, and Canada to assist work of scholarly investigation and artistic creation.

**Will consider furnishing services to local groups wishing to operate their own programs.*

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INSTITUTE OF INTERNATIONAL EDUCATION

2 West 45th Street
New York 19, New York

Serves as a clearing house of information on student interchange; provides counsel and guidance facilities for foreign students. Assists in placing students on scholarships and fellowships in colleges and universities here and abroad. Administers some scholarship funds for private groups; administers Government grants for professional and technical training of selected students from the Latin-American republics; under contract with the Department of the Army, administers program for American study of students from the occupied areas; screens for the United States Government student applicants for scholarships financed by funds provided under the Fulbright Act. Arranges for UNESCO the travel and study programs of education reconstruction specialists from 6 war-devastated countries.

Arranges for teacher exchanges; organizes lecture circuits for foreign scholars; conducts, in cooperation with other organizations, the annual census of foreign students in the United States and publishes the results; administers summer school programs for study abroad; promotes conferences on international education. Publishes a monthly News Bulletin, an Annual Report, and numerous handbooks for students and informative pamphlets.

INTERDENOMINATIONAL COMMISSION ON YOUTH SERVICE PROJECTS

203 North Wabash Avenue
Chicago 1, Illinois

Publishes pamphlet listing summer youth service activities in the United States and abroad entitled "Invest Your Summer."

***INTERNATIONAL FEDERATION OF AGRICULTURAL PRODUCERS**

712 Jackson Place, N. W.
Washington, D. C.

Promotes, through member organizations in the United States, the exchange of farm workers between the United States and other countries of the world. Is in contact with agricultural organizations abroad. Has established in the United States a temporary

committee composed of representatives of the American Farm Bureau Federation, the National Council of Farmers' Cooperatives, the National Grange, and the National Farmers' Union, which acts as a coordinating body, responsible for the international exchange of young people in agriculture. These organizations, in consultation with their colleagues on the State and County levels, submit lists of suitable farms on which to place foreign agricultural trainees.

INTERNATIONAL HOUSE

University of California
Berkeley, California

A residence and social center for foreign and American students, providing a unique opportunity for friendships growing out of a united program of cultural and educational elements. Single and double rooms and non-resident membership. Special services for students and visiting scholars from abroad.

INTERNATIONAL HOUSE

1414 East 59th Street
Chicago, Illinois

Provides board and lodging to foreign students, at low rates. Provides entertainment, educational and cultural activities for foreign students. Provides a limited number of fellowships to advanced, mature students from abroad for one year of study in an institution in Chicago. Recipients live at International House.

INTERNATIONAL HOUSE

500 Riverside Drive
New York 27, New York

Provides international and intercultural living in a friendly atmosphere for 535 resident graduate students from all countries, and an even larger number of non-resident members. Single rooms. Full program of social, cultural, and intellectual life developed through 25 years of service to meet the needs of foreign and American students. Limited scholarship aid for needy residents only.

***W. K. KELLOGG FOUNDATION**

250 Champion Street
Battle Creek, Michigan

Maintains an International Fellowship Program, including fellowships for one year

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or more, for younger faculty members at professional schools (medicine, dentistry, nursing, hospital administration, and basic sciences) and for special projects, in Canada and Latin-American countries.

KOSCIUSZKO FOUNDATION

15 East 65th Street
New York 21, New York

Offers scholarships for study in the United States to students from Poland who specialize in English and who intend to teach English in Polish universities. Sends periodicals and books to Polish libraries.

LEAGUE OF WOMEN VOTERS IN THE UNITED STATES

726 Jackson Place
Washington 6, D. C.

See Carrie Chapman Catt Memorial Fund listing.

LEO S. ROWE PAN AMERICAN FUND

Pan American Union
Washington, D. C.

Loan funds are made available to Latin-American students who have completed their technical and/or professional studies and wish to come to the United States to pursue advanced studies or engage in special research; or who are already pursuing studies or research in the United States and require additional assistance to enable them to complete their courses or to meet emergencies; or who are the recipients of scholarships for study in American universities or colleges, or have resources of their own to undertake such studies, but require additional assistance to enable them to make ends meet.

*LOUIS AUGUST JONAS FOUNDATION, INC.

P. O. Drawer 33
Walden, New York

Maintains Camp Rising Sun, a summer scholarship camp at Rhinebeck, New York, for boys 15 to 17 years of age. Has offered scholarships to other countries for the past 15 years to promote international friendship. Selection of candidates is made through

foreign governments or responsible organizations. Eleven countries will send representatives in 1949.

MASARYK INSTITUTE

8 West 40th Street
New York 18, New York

Obtains scholarships for Czechoslovakian students to study in the United States and provides financial and advisory services and hospitality.

NATIONAL ASSOCIATION OF FOREIGN STUDENT ADVISERS

2 West 45th Street
New York 19, New York

Promotes professional preparation, appointment, and service of foreign student advisers in colleges and universities and in other agencies concerned with student interchange, in order to serve more effectively the interests and needs of exchange students. Promotes and executes studies, experiments, and conferences toward that end.

NATIONAL CATHOLIC WELFARE CONFERENCE WAR RELIEF SERVICES

350 Fifth Avenue
New York 1, New York

Provides scholarships for German and Austrian students to study in the United States. (Department of Education—National Catholic Welfare Conference in cooperation with Student Relief Campaign.)

NATIONAL C.I.O. COMMUNITY SERVICES COMMITTEE

1776 Broadway
New York 19, New York

Has provided relief and educational materials and scholarships in 16 countries including Austria, Belgium, Czechoslovakia, China, France, Holland, Italy, Luxembourg, Norway, Poland, Russia, India, Palestine, United Kingdom, Philippine Republic, and Greece.

** Will consider furnishing services to local groups wishing to operate their own programs.*

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***NATIONAL COUNCIL OF FARMERS COOPERATIVES**

744 Jackson Place, N. W.
Washington 6, D. C.

Through its member units the National Council of Farmers' Cooperatives plans to promote, in cooperation with the International Federation of Agricultural Producers, the international exchange of persons in the agricultural field.

NATIONAL COUNCIL OF JEWISH WOMEN

1819 Broadway
New York 23, New York

Offers fellowships for graduate study in the United States or Canada in social work, nutrition, nursery school education, occupational therapy, graduate fields of medicine and nursing. Available to Jewish women of Argentina, Belgium, Brazil, Czechoslovakia, Greece, France, Hungary, Israel, Italy, Poland, and Portugal, with the understanding that they will return to work in their communities for a minimum period of two years.

***NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, OVERSEAS TEACHER RELIEF FUND**

1201 Sixteenth Street, N. W.
Washington, D. C.

Offers study and travel grants in problems related to the conduct, administration, and organization of education, chiefly to nationals of war-devastated countries. Must be representative and qualified leaders in the teaching profession.

***NATIONAL FARMERS' UNION**

1555 Sherman Street
Denver, Colorado

Through its member units, the Farmers' Union plans to promote, in cooperation with the International Federation of Agricultural Producers, the international exchange of persons in the agricultural field.

***NATIONAL GRANGE**

744 Jackson Place, N. W.
Washington 6, D. C.

The National Grange has, since the end of World War II, been interested in promoting the exchange of farm youth between the United States and other nations of the world, as a means of fostering understanding and good will. At present a limited number of young people from rural areas are being exchanged. The National Grange is anxious to increase this number, through the cooperation of Government and private agencies. With this in mind, the National Grange is cooperating with the United States Department of Agriculture, the International Farm Youth Exchange, the International Training Service, the International Federation of Agricultural Producers, the Extension Service of the Department of Agriculture, and the United States Department of State.

***NATIONAL RESEARCH COUNCIL**

2101 Constitution Avenue, N. W.
Washington 25, D. C.

Assists in the placement of scientists of other countries in educational institutions of the United States; grants permission for holders of certain fellowships to study abroad; fosters considerable exchange of distinguished scientific personnel between the United States and other countries, both for specific missions and for general visits. Co-operates through the Conference Board of Associated Research Councils in the exchange of persons under the Fulbright Act.

NATIONAL SOCIAL WELFARE ASSEMBLY, INC., YOUTH DIVISION

134 East 56th Street
New York 22, New York

The Youth Division consists of 22 national adult-sponsored youth organizations such as the American Junior Red Cross, Boy Scouts, Y.W.C.A., 4-H Clubs, and others. Responsible for youth leaders of Germany and other occupied countries who are brought to the United States for study and observation. Provides consultation service to foreign visitors interested in United States youth services. The Young Adult Council, consisting of representatives of ten national youth organizations, participated in the International Youth Assembly.

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NEAR EAST FOUNDATION

54 East 64th Street
New York 21, New York

Operates self-help projects in Greece and also several non-devastated countries, and grants occasional one-year scholarships for post-graduate training in America. Projects conducted in several countries in which the Foundation operates include practical instruction (usually in the nature of extension) in agriculture, home welfare, sanitation, nurses' training, artificial breeding of animals, rehabilitation of the crippled and disabled. Scholarships must definitely aid in the further development or better integration of a project for which Near East Foundation is directly responsible or in which it is vitally concerned.

Also maintains centers for working boys and girls where, through evening classes, they may receive instruction in their native language, in English (where this has vocational or professional value), mathematics, and appropriate trades.

ROCKEFELLER FOUNDATION

49 West 49th Street
New York, New York

Awards fellowships in subjects with which current program of the Foundation in medical sciences, natural sciences, social sciences, humanities, and public health is concerned. Available to nationals of countries in which the Foundation's program is active; must have completed graduate work and have several years' experience in chosen field; in most instances the candidate already has an appointment on a university faculty or is on the staff of a research institute or Government department and is eligible, because of his outstanding work, for leave of absence and lien on his post. Because of these reasons, he is usually able to make the most effective use of the experience of his fellowship on his return.

ROTARY INTERNATIONAL

35 East Wacker Drive
Chicago 1, Illinois

Rotary Foundation Fellowships are designed to enlarge the opportunities for potential leaders of tomorrow to serve human-

ity. No limitation is placed on fields of study, but it is hoped that recipients will work in areas that will enable them to use their knowledge and experience to increase international understanding.

Fellowships provide travel, tuition, and maintenance for one year. They are open to male or female candidates between the ages of 20 and 28. Requirements are good health, strong moral character and forceful personality, special qualifications for leadership, good speaking knowledge of the language of the country in which study will be pursued, and excellent scholarship record. Candidates must be proposed by and have the unqualified sponsorship of the Rotary Club nearest their home. Applications sent directly to Rotary International will not be considered.

RUSKIN COLLEGE LABOR SCHOLARSHIPS, COMMITTEE ON

2 West 45th Street
New York 19, New York

Awards scholarships to American men and women for tuition, board, and room at Ruskin College, Oxford, England, for academic year's study in labor problems. Candidates will be chosen from those actively involved in the trade union movement who show possibilities of leadership and a talent for continued study of labor problems at the university level. Applicants should be between the ages of 20 and 35. Students at schools of industrial relations and workers' education also are eligible. Each scholar is expected to return to this country. Ruskin College was originally founded to afford college education to British workers from industry who had not had such education by the usual means.

*UNITARIAN SERVICE COMMITTEE

9 Park Street
Boston 8, Massachusetts

Finances, in cooperation with the World Health Organization, medical teaching missions to foreign countries. Awards limited number of fellowships to foreign citizens for study in the United States, as recommended by members of medical missions; and for

** Will consider furnishing services to local groups wishing to operate their own programs.*

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Americans to go abroad, as related to medical teaching missions.

UNITED COUNCIL OF CHURCH WOMEN

156 Fifth Avenue
New York 10, New York

Arranges hospitality programs for foreign students.

UNITED SERVICE TO CHINA, INC.

1790 Broadway
New York 19, New York

Offers fellowships in child welfare, social welfare, social science, natural science, agriculture, engineering, education, psychology, to Chinese nationals engaged in the reconstruction of their country. Preference given to young candidates.

***UNITED STATES NATIONAL STUDENT ASSOCIATION**

304 West Park Street
Madison, Wisconsin

Acts as informational liaison between Unions of Students abroad and colleges and universities in the United States. Publishes and distributes lists of study and exchange openings for both. Carries on a Displaced Persons student program. Stimulates international student activities. Publishes handbook, "Study, Travel, Work Abroad," describing work-study possibilities during summer months.

Summer activities will include: shipboard orientation program on special Dutch ships for students; short-term work-camp, study-tour, and seminar projects abroad for American students (with cooperation of National Unions of Students abroad); tour of United States, seminar, short-term study opportunities for foreign students in this country; hospitality for foreign students.

***WORLD COUNCIL OF CHURCHES**

297 Fourth Avenue
New York 10, New York

Sends young people to France, Germany, Italy, and Finland to participate in summer work camps for building homes for displaced people, building schools, etc. Plans for 100 American young people to go abroad the summer of 1949.

Operates the Ecumenical Institute at the Chateau de Bossey, Celigny (near Geneva),

Switzerland, which brings together young people from all over the world for courses throughout the year. The American Conference of the World Council of Churches sends an average of 10 American professors and students to the Institute each year.

***WORLD STUDENT SERVICE FUND**

20 West 40th Street
New York 18, New York

Through the work of the Reconstruction Committee of the World Student Service Fund, guidance, collaboration, assistance, and support are given to student groups carrying on international education projects in serious study, travel, and service in Europe and Asia.

YOUNG MEN'S CHRISTIAN ASSOCIATION, INTERNATIONAL COMMITTEE

347 Madison Avenue
New York 17, New York

Provides study grants for Y.M.C.A. secretaries from other countries to come to the United States and Canada for study and training in Y.M.C.A. work. American personnel is sent abroad to assist Y.M.C.A. movements in 26 countries. Other professional personnel is aiding Government authorities in youth phases of reeducation programs in Germany and Japan.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION, NATIONAL BOARD

600 Lexington Avenue
New York 22, New York

Provides recreational, educational, group activities, and vocational services; offers citizenship training and Christian education through Y.W.C.A. World Emergency Fund and Round the World Reconstruction Fund.

YOUTH ARGOSY, INC.

Northfield, Massachusetts

An educational, non-profit membership organization cooperating with mutually interested groups to help those who desire world-wide travel opportunities for education, friendship, and service. Provides transportation by plane and ship for individuals and groups meeting Youth Argosy membership requirements with regard to educational and service objectives. Will arrange educational travel for more than 3,800 in the summer of 1949.

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GOVERNMENT AGENCIES PARTICIPATING IN INTERCHANGE-OF-PERSONS PROGRAMS

DIVISION OF EXCHANGE OF PERSONS

Department of State
Washington, D. C.

The Division of Exchange of Persons, a constituent unit of the Office of Educational Exchange, Department of State, has basic responsibility within that Office for the direction and over-all administration and management of the Government's interchange-of-persons program under the Act for Co-operation With the Other American Republics (Public Law 355, 76th Congress), the Smith-Mundt Act (Public Law 402, 80th Congress), and the Fulbright Act (Public Law 584, 79th Congress). It serves among other things as the Secretariat to the Board of Foreign Scholarships, appointed by the President under Public Law 584.

At present the Division administers directly the exchange of professors and specialists with the other American republics. In other programs the Department utilizes the services and facilities of other Federal agencies and of voluntary organizations in their special fields of competence. With respect to the preliminary selection of candidates for awards under Public Law 584, three agencies have been designated by the Board of Foreign Scholarships and the Department of State to perform these services:

The Institute of International Education (for graduate study); the United States Office of Education (for teaching in national elementary and secondary schools); and the Conference Board of Associated Research Councils (for college teaching, post-doctoral research, and for teaching in American elementary and secondary schools abroad). Inquiries and applications under Public Law 584 should be addressed to these agencies.

The Division also provides information and counsel to organizations sponsoring interchange-of-persons programs and enlists the cooperation of American missions abroad in expediting desirable projects. The Division would appreciate receiving from organizations sponsoring such programs available information and literature pertaining thereto.

INSTITUTE OF INTER-AMERICAN AFFAIRS

499 Pennsylvania Avenue, N. W.
Washington 25, D. C.

The Institute of Inter-American Affairs conducts training programs for physicians, nurses, public health officers, sanitary engineers, and agricultural specialists, and for teachers in elementary and secondary education and vocational education.

Other Agencies of the United States Government

Funds for certain exchange programs are appropriated to the Department of State for allocation and transfer to other Federal agencies through the Interdepartmental Committee on Scientific and Cultural Co-operation. There are three major types of exchange activities:

Students and Teachers

The UNITED STATES OFFICE OF EDUCATION administers student exchanges under the Buenos Aires Convention and the

travel and maintenance grant program, the interchange of elementary and secondary teachers between the United States and Canada, Great Britain, and France, and the program for American teachers to teach in national elementary and secondary schools abroad under the Fulbright Act. Inquiries regarding these programs should be addressed to the Division of International Educational Relations, United States Office of Education, Federal Security Agency, Washington, D. C. Inquiries concerning the travel

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and maintenance grant program for Latin-American graduate students should be addressed to the Institute of International Education, 2 West 45th Street, New York 19, New York, which assists the Office of Education in the supervision of this program.

Experts

Experts in the employ or service of Federal agencies, or employed specifically for that purpose, who possess scientific, technical, or professional qualifications, are assigned abroad by the **DEPARTMENT OF STATE** in cooperation with the appropriate technical agency for service to and in cooperation with other governments.

In-Service Trainees

Projects are carried out at present in cooperation with the following Federal agen-

cies: **DEPARTMENT OF AGRICULTURE, DEPARTMENT OF THE ARMY, DEPARTMENT OF COMMERCE, DEPARTMENT OF INTERIOR, DEPARTMENT OF LABOR, BUREAU OF THE BUDGET, CIVIL AERONAUTICS BOARD, FEDERAL WORKS AGENCY, FEDERAL SECURITY AGENCY, UNITED STATES OFFICE OF EDUCATION, HOUSING AND HOME FINANCE AGENCY, INTERSTATE COMMERCE COMMISSION, LIBRARY OF CONGRESS, NATIONAL ARCHIVES, SMITHSONIAN INSTITUTION and the TARIFF COMMISSION.**

In the past some of the Federal agencies have cooperated with voluntary organizations in rendering facilitative services on behalf of worthy exchange projects. The services of the **DEPARTMENT OF AGRICULTURE** through its **OFFICE OF FOREIGN AGRICULTURAL RELATIONS** and those of the **DEPARTMENT OF LABOR** through its **BUREAU OF APPRENTICESHIP** are especially relevant to the present pamphlet.

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PROGRAMS OF UNESCO AND OTHER UNITED NATIONS ORGANIZATIONS

UNESCO, DEPARTMENT OF EXCHANGE OF PERSONS

19, Avenue Kléber
Paris, 16e, France

UNITED NATIONS INFORMATION SERVICE

Lake Success
Long Island, New York

International fellowship and travel study programs have been recognized since the inception of the United Nations and its Specialized Agencies as an important method of technical, educational, and scientific reconstruction in war-devastated or less-developed countries.

Under the Constitution of UNESCO one of the functions of the Organization is the increase and diffusion of knowledge "by encouraging cooperation among the nations in all branches of intellectual activity, including the international exchange of per-

sons active in the fields of education, science, and culture."

UNESCO has published a handbook, "Study Abroad, International Handbook of Fellowships, Scholarships and Educational Exchange," Volume I and Supplement, which lists over 16,000 fellowship opportunities for 1948-49 based on reports from 34 countries.¹ This handbook will be published annually and will contain information on available awards and other important developments in international cultural exchange.

UNESCO itself operates a program of fellowships which are defined in three categories.

UNESCO Fellowships

Fellowships which are directly financed by UNESCO and for which UNESCO assumes basic administrative and operational responsibility, enlisting the collaboration of official and unofficial organizations in pre-

¹Columbia University Press. \$1.00 a copy.

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liminary screening of candidates and in implementation of study plans in countries of study.

UNESCO-Sponsored Fellowships

Fellowships donated by accredited Governmental or non-Governmental agencies, for which UNESCO takes responsibility not only for planning but also for basic administration, including screening of candidates recommended by governments for final selection by the donor agencies.

Fellowships Within the UNESCO Scheme

Fellowships whose administration will, except for general planning and advice by UNESCO, be the basic responsibility of recipient and donor countries, as far as selection of candidates and detailed administration are concerned.

The United States National Commission for UNESCO, at its fifth meeting, in September, 1948, recognized the provision of fellowships as a project deserving the highest priority from organizations and individuals working for UNESCO's aims. A panel on exchange of persons was established by the Commission's Committee on UNESCO Program. The panel assisted UNESCO in the compilation of information for the Handbook. A recommendation made by the panel stimulated the preparation of the present pamphlet. *Through the National Commission News* information is circulated about projects undertaken by groups in the United States to promote the interchange of persons.

Holders of United Nations or Specialized Agencies fellowships are mature persons, generally holding responsible positions in their home countries; study programs are of the "refresher" or observation type; candidates are generally recommended through the particular Government departments responsible to the United Nations agency concerned.

The following are the fields covered by the programs of the United Nations and Specialized Agencies, and areas of operation:

UNITED NATIONS

Fields of Interest

Social Affairs

Social welfare and social services, available to all countries in need of international

training assistance in inaugurating and developing services throughout the whole social field.

Economic Affairs

Economic development, to enable the less-developed member countries to send selected experts or technical personnel to countries where special facilities are available.

Organizations

Food and Agriculture Organization

Agricultural sciences and technology, available to the following former UNRRA-aided countries: Austria, Czechoslovakia, Greece, Hungary, Italy, Poland, and Yugoslavia.

United Nations Educational, Scientific and Cultural Organization

Science and technology, education, the humanities and creative arts, mass communication, and the social sciences to assist reconstruction and development of educational, scientific, and cultural activities in certain war-devastated and underdeveloped member states and trust territories.

World Health Organization

Public health, basic medical sciences, clinical medical sciences, and paramedical subjects formerly limited to ex-UNRRA countries, now available to all member governments of World Health Organization in need of international training assistance in strengthening national health services.

United Nations International Children's Emergency Fund

Group training opportunities in child health and welfare, formerly limited to countries receiving UNICEF supplies as follows: Albania, Austria, Bulgaria, China, Czechoslovakia, Finland, France, Greece, Hungary, Italy, Poland, Rumania, and Yugoslavia. Now extended to Latin America and the Middle East.

In 1947-48, the United Nations and its Specialized Agencies allocated a total of 1,135 fellowships to citizens of 26 countries who enjoyed study facilities in 19 Member States. Of 806 Fellows who completed their studies in this period, 240 visited the United States.

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